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ABSTRACT

This directory was compiled from the returns of a mail survey conducted in the fall of 1973. By the nature of the survey, the listings in this report are incomplete. But what emerges from the information is clear: there are many different kinds of alternatives. In providing a brief description of each school or program, the editors have attempted to use the words of the educators in the school. The schools and programs themselves break down into certain clear categories. There are the small independent "family" schools such as Albany, New York's The Free School, and there are the schools-within-a-public-school such as Princeton, New Jersey's Learning Community. There are programs within schools, public and private, that are an option for a particular grade or age level; while guidance or career-oriented options like Horsham, Pennsylvania's are also frequent. Then, too, there are the experimental elementary schools--large ones like Philadelphia's Pennsylvania Advancement School and small ones like the Bucks County Montessori Association's Children's Academy in Langhorne, Pennsylvania. These elementary schools seem to be dedicated to early childhood education as it has been developed by continental educators or, more recently, as it has been demonstrated by the "open plan" schools in Leicestershire, England. (Editors/JF)

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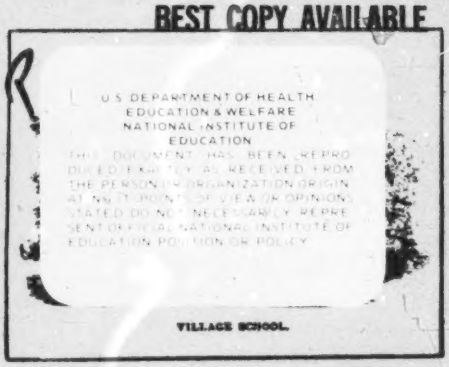

VILLAGE SCHOOL.

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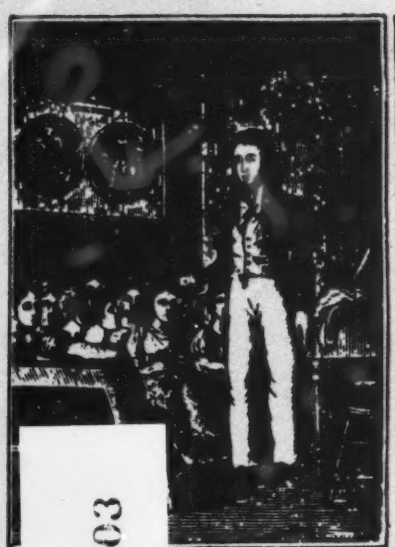
A Catalog of Educational Alternatives



EA 006 503

Eager Students.

Schools & Programs: Optional Learning Environments

August, 1974

ED 098666

ALTERNATIVE EDUCATION

A Catalog of Schools and Programs

by

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Edited by

Gary Natriello and Thomas Venables

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August, 1974

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FOREWARD

by James Hatch

This directory was compiled from the returns of a mail survey conducted in the fall of 1973. By the very nature of the survey, the listings which follow are incomplete; at the greatest extreme, perhaps as many schools as responded to the original questionnaire did not respond completely enough to be included. But what emerges from the information at hand is clear: there are many different kinds of alternatives, and this amazing diversity is rich, exciting, and offers new directions for study and experimentation. Though many alternative schools are struggling daily for survival, they are alive and well and demonstrating that there are many paths through the forest, not just the time worn paths we've followed in the past.

In providing a brief description of each school or program, the editors have attempted to use the words of the educators in the school itself wherever possible, and have tried to keep close to the guidelines provided by the questionnaire. Still words and phrases reoccur throughout the questionnaire, for there are common strains underscoring the alternatives movement: individualized learning, development of student potential and self esteem, self-reliance, independent learning, progress at the student's own pace, team teaching, open space, community relations - all are terms which appear to some degree in nearly every questionnaire. Yet how each school establishes its objectives is varied.

The schools and programs themselves do break down into certain clear categories. There are the small independent "family" schools such as Albany, New York's The Free School, and there are the schools-within-a-public-school such as Princeton, New Jersey's Learning Community. There are programs within schools, public and private, that are an option for a particular grade or age level; Plymouth Meeting, Pennsylvania's Independent Study Program is representative of one recurring option, while guidance or career oriented options like Horsham, Pennsylvania's are also frequent. Options such as these seem clearly designed for the broad range of students at most of our urban-suburban schools.

Then, too, there are the experimental elementary schools -- large ones, like Philadelphia's Pennsylvania Advancement School, or small ones like the Bucks County Montessori Association's Children's Academy in Langhorne, Pennsylvania. These schools seem to be dedicated to early childhood education as it has been developed by continental educators, or, more recently, as has been demonstrated by the "open plan" schools in Leicestershire, England. (Parenthetically, why is it that there are so few "open plan" high schools, either here or in England?).

Programs for our disadvantaged, handicapped, or troubled youth are paving the way for new directions in the mainstream of education. We all have much to learn from the principles of the Street Academies, of which Lower East Side Prep in New York City is both representative and eloquent. Other programs stress "work readiness," like Hartford, Connecticut's Annie Fisher School. Philadelphia has set up an incredibly broad program for high school age parents, and many states have "drug rehabilitation" schools like New Jersey's Discovery House in Marlboro. For every type of student who has problems which might cause him to leave school, there are in our urban centers, alternative methods being developed, alternatives which attempt to avoid the pitfalls of our sometimes unthinking, unsympathetic, and unreal traditional schools. Avoidance of these pitfalls -- "the turn-off syndrome" - is yet another common thread underlying almost all the alternatives listed here.

The school that isn't a school, the so called "school without walls," is another proliferating alternative. Without question the best known example of this type of school is Philadelphia's Parkway Program, but cities like Rochester, Niagara Falls, and many smaller communities are developing schools along this model.

Large or small, from New York City's Auxiliary Services for the High Schools (undoubtedly the "largest" program described here) to Albany's Community School (one of the smallest), there is a strong, clear call for quality education, for alternatives to the mass produced education our society has been so rapidly dispensing. Yet while there is this cry for quality, not all the programs described herein have been able to maintain the high quality they might wish.

Partly, perhaps even chiefly, the problem is one of support, both financial and moral. We frequently do not wish to have our traditional ways questioned, and within schools and communities there seems to be frequent hostility or antipathy to the goals of alternative schools and programs. Yet as a society we cannot afford not to investigate any and all alternatives, and to assure that they are quality programs; we must give them money and encouragement. The problem of quality is frequently linked with staffing - - with understaffing no program will work the way it could, and short of Mark Hopkin's classroom with a teacher and a student sitting on a log, we must try to maintain quality staffing. Money and materials are needed by our alternative schools, but we need in all of them the humanity, sensitivity, and common sense that seem to underscore the best of them.

CONNECTICUT

Park City Alternative High School
Bridgeport Schools
45 Lyon Terrace, Room 301
Bridgeport, Connecticut
Rick Mastronardi/School Coordinator (one of 3)
203/384-0711, Ext. 366

Park City Alternative (PCA), an autonomous public optional school, open to juniors in high school (will expand to include 2 grades next year), serves Bridgeport residents and is sponsored by the Bridgeport Board of Education. The students are selected by lottery. The school considers itself a "day" school although its hours are unconventional. It is open after 5:00 p.m. and on Saturdays. In the first year of a two year pilot program, the school was originally conceived of by the three teacher-directors, the Board of Education and the Superintendent's office.

Currently attending PCA are 20 young men and 25 young women, plus the 3 full-time certified staff, 4 part-time certified volunteer persons, 20 non-certified volunteers and 5 student instructors. The learning environment is moderately structured with students encouraged to initiate their own learning. The school does not have a permanent site and is using a building owned by the University of Bridgeport as its home base this year. The entire City of Bridgeport and its resources are utilized as classrooms, however, with doctors, nurses, attorneys, policemen, etc. as instructors. Budgeting of $35,000 comes from the local board of education.

"PCA is a school of choice. We exist to satisfy the needs of students who prefer a more exciting, responsible, and consequently, more meaningful education and experience." Of major concern is the tailoring of a program to the individual's particular goals.

Brewster and Center Schools, Reg. School District No. 13/
Open Class Alternative Program
167 Main Street
Durham, Connecticut 06422
Howard Kelley/Superintendent of Schools
203/349-3444

The Open Class Program designed for ages 5 years through 10 is nongraded and provides an alternative to the traditional program of study in the Durham elementary schools. The program is full-time and is in its second year of operation. It was founded as a result of parental requests for a different kind of primary school program. A pilot program of one class met with success and has now been expanded to include four classes. The Board of Education, parents, and teachers meet regularly to re-evaluate the program.

The program has 40 boys and 40 girls, 4 state certified teachers, and 3 unpaid part-time student instructors. The program atmosphere involves structured, informal, and free activities with learning initiated by students, parents, teachers, aides and with the use of programmed materials and instructional media. The program is housed in regular school classrooms. No special funding has been authorized; financial assistance comes through regular school district budgeting and sometimes through parent sponsoring of bake sales, etc. and donations of equipment.

Major objectives of the Open Class Program include providing children with a variety of learning experiences, the opportunity to make independent decisions about learning needs, and the establishing of child-centered teaching objectives.

Coginchaug High School/Interdisciplinary Program (I.D.)
Maiden Lane
Durham, Connecticut
Nancy Massay, Teacher
203/349-3491

The Interdisciplinary Program is an optional program for 9th and 10th grade students who had been identified as having little motivation and low self-esteem and were in need of more relevant, more concrete learning experiences. The program, in its first year, operates on a part-time basis, from 11:45 until 2:25 every school day. During the morning hours the students are integrated with the regular high school and carry at least one academic subject there. Founded as a result of guidance department, teacher, and administrative concern about curriculum, the program took shape last spring and summer.

There are 33 young men and 23 young women, ages 13-15 in the I.D. and 3 certified paid teachers whose teaching load is 3/5 of their total assignment. The program's schedule is flexible with teachers, other adults and students all sharing in decision-making about learning activities. The program is housed in a former cafeteria of the High School. A grant from the Federal government (Title III-Project Scope) for 1973-74 was obtained to cover expenses for equipment and field trips.

The new program activities are student-centered and geared to promoting both greater academic success and a more positive feeling about self and school. The learning environment is extended into the community providing the youngsters with more career models.

East Hartford H.S., Pennсy H.S./East Hartford Alternative High School Program
Forbes Street
East Hartford, Connecticut
Gary LeBeau/Senior Teacher

Associated with both East Hartford High School and Pennсy High School, the new alternative program has a separate organizational structure drawing students from both high schools. It has just begun operation and intends to enroll a total of 30 students its first year. Although open to all youngsters in grades 9-12, 10 per cent of the target population will be "drop-outs." The idea for the program was fostered by the assistant superintendent along with teachers and the guidance department. The program now has a steering committee composed of teachers, guidance personnel, parents, and students.

There are two paid, certified staff persons acting as "advisor-teachers" to the program, with as yet no determined number of volunteers. The learning atmosphere is a combination of structured and free activities with learning taking place through the efforts of students, teachers, aides, and apprenticeships. The schedule is flexible and the length of the school day varies. The project is housed in the public school owned portable classrooms outside of East Hartford High School. Funds were made available to the school by the local board of education.

"The school is specifically designed as an option for those students who feel that their current school program is not meeting their legitimate curricular needs." Program goals include "allowing students to develop maximum self awareness, positive self-image and confidence . . . acquiring skills in cooperation, problem solving, and long range planning . . . and allowing students to develop realistic perceptions of society . . . "

Hamden High School/New Directions Program
2040 Dixwell Avenue
Hamden, Connecticut
Mary D. Kaye/Coordinator
203/248-9311 Ext. 22

New Directions at Hamden High is designed for 10th through 12th graders selected through recommendation by the special services team, administrators, and classroom teachers. The program has been in operation four years and functions during the day on a part time basis. It was originally founded by an advisory committee set up by the principal to assess the effectiveness of the curriculum in meeting the needs of atypical students. The present alternative grew out of a special humanities program which had met with some success.

Currently, 37 young men and 37 young women are enrolled in New Directions. Working with them are 9 paid, certified teachers, one volunteer, a guidance counsellor and the vice-principal. Learning activities in the program take place informally, combining moderate structure with a flexible schedule. Regular school classrooms and instructional materials are used including a great deal of media. The program has a small budget for trips and special materials.

New Directions is available to offer a more meaningful, individualized, personal attention experience to those students who have been identified as underachieving, "hating" school, having a high absentee rate, and generally withdrawn. All students selected tested significantly higher than average on standardized tests. Pupils and parents are given the option to refuse the program, and all those enrolled are reviewed at the end of each year to check progress and perhaps return to the regular curriculum.

Hamden High School/Vocational Education Center - Vocational Education - Auto Mechanics and Building Trades
1255 Shepherd Avenue
Hamden, Connecticut 06518
Edmund Palleria/Vocational Coordinator
203/248-9311 Ext. 62

The Vocation Educational Center is a program offered to Hamden High School sophomores, juniors and seniors on an alternate week basis. Students attend the High School one week for their academic courses and the following week attend the center for trade and industrial training. In operation for one year, the center grew out of an advisory committee of community representatives working with the superintendent's office, the director, teachers, and students.

Forty five males are enrolled in the center at the present time, working with two-full time, certified instructors and two other staff members. The center's activities schedule is flexible with a moderate amount of structure. Learning is usually initiated by teachers, students, and through apprenticeships. Both the building and the equipment are owned by the board of education. Financial aid to support the program comes through Federal and state funding.

Students selected for the program represent a socio-economic cross section, are below grade readers, and show poor academic achievement, but have relatively high interest and good vocational aptitude scores. The center offers a balance of academics and specific occupational skills hoping to foster a more positive self-image, better occupational adjustment, and more career development opportunities for its students.

Hamden High School/Eli Whitney Shared Time Program
Eli Whitney Technical School
Jones Road
Hamden, Connecticut
Edmund Palleria, Vocational Coordinator
203/248-9311 Ext. 62

The Eli Whitney Shared Time Program provides an opportunity for a selected group of students attending Hamden High to receive training and gain skills in a technical school. The program operates every day for 2 hours, from 3:30 p.m. to 5:30 p.m. when the trade school classes are finished for the day. Students from Hamden are given released time from their school day to compensate for the additional hours. The program was founded by the office of the superintendent of schools.

There are currently 10 students attending, 9 males and 1 female, age range 16-20, in grades 11 and 12. Working with them are 2 certified instructors. The scheduling of the program is flexible with a moderately structured atmosphere prevailing. Learning activities can be initiated by teachers or students. The trade school is owned by the state and 'borrowed,' so to speak, by the Hamden High School students. Besides providing the facility, the state also is responsible for the remuneration of instructional staff.

Students in this program come from an average socioeconomic background, are highly motivated, have strong academic qualifications, and have expressed interest in expanding their learning experiences.

Hamden High School/Independent Study Program for Talented and Gifted and Potentially Talented and Gifted
2010 Dixwell Avenue
Hamden, Connecticut 06514
Frances Bennett and William Collins/Coordinators
203/248-9311 Exts. 72 and 14

The Independent Study Program for Talented and Gifted and Potentially Talented and Gifted is a public school program offered on a part time basis to young people ages 15 to 18 in grades 10, 11, and 12. Highly selective in admission, the program was one of the first plans initiated by the Hamden-New Haven Cooperative Education Center. The group's function is to establish and implement innovative programs which bring urban and suburban students together.

This year there are 43 males and 29 females attending the center. Coming from 3 urban high schools and one suburban high school, the pupils take one academic subject for credit in independent study in lieu of one course at the home high school. Working with these youngsters are two full and two part-time, certified instructors and two certified and six non-certified volunteers. Hamden High School owns the facility, and the program makes extensive use of school equipment as well as area college and community resources. Special funding under the Connecticut state program for talented and gifted is used to implement the program.

The Independent Study Program offers an opportunity for each student to take responsibility for his/her own learning. The individual's goals become the program and as such vary tremendously from student to student and from year to year. Commitment and resourcefulness seem to be the overriding determinants for identifying the talented and the gifted in this program.

Roger Ludlowe High School/Whole Earth Learning
Uniquowa Road
Fairfield, Connecticut 06430
Michael Perrone/Headmaster
203 255-0421

Whole Earth Learning is an alternative program of studies offered at Roger Ludlow High School. Modeled after Robert Gillette's Operation Turn-On, it is open to members of the junior class. The program was conceived of a year ago, primarily in response to students' needs, by both students and teachers and has been in operation since September of 1973.

The group of students in the program presently consists of 13 males and 15 females who work with four full time certified faculty persons. Students are encouraged to initiate the learning activities. Funding for the project comes from local board of education budgeting, through student-sponsored fund-raising activities, and through a special grant, the "Mary Gresham Chair Award for Teacher Preparation."

Whole Earth Learning offers the student an opportunity to learn about him/herself and the world by combining an academic program with intensive outdoor experiences. It is interdisciplinary in that it replaces the traditional separate areas of English, Social Studies, Science, and Physical Education. Organized around certain geographical regions which become focal points for learning, the program's curriculum includes biking, backpacking, camping, and hiking as well as community resources such as museums, libraries, and businesses.

Grasmere Elementary School/Sixth Grade Alternative Program
224 Meadowbrook Road
Fairfield, Connecticut 06430
Joseph A. Ricciotti, Principal
203/255-0421 Ext. 286, 287

Grasmere Elementary is a public elementary school housing ungraded primary units (grades 1-4) and self-contained fifth and sixth grades. This year, the school has initiated an open plan sixth grade as an alternative to the traditional sixth grade experience. The experimental program was initiated by the local board of education following successful relations with the Operation Turn-On program at Andrew Ward High School.

There are presently 18 boys and 12 girls in the group, working with one paid, state certified teacher and two non-certified staff members, one of whom is part time. Learning takes place on an informal basis, initiated by teachers, aides and students. The schedule is flexible and subject to change. Curriculum is slowly being modified and will by the end of the second year of operation be almost a full departure from the standard course of instruction. The school owns all the facilities and equipment used by the program. The sources of financial support come from district funding and from the $100,000 NEPTE grant that Robert Gillette received for his Operation Turn-On Program.

The new alternative learning project at Grasmere is "geared to promoting intellectual development of children but doing it by providing stimulating activities in a less formalized setting." Subjects such as English, History, etc. are not isolated but taught as part of an integrated experience. Development of a child's awareness of his/her uniqueness and of his/her potential worth is a primary goal.

Andrew Warde High School/Operation Turn-On (OTO)
Fairfield, Connecticut
Robert Gillette, Project Director/Teacher
203/255-0421

The Operation Turn-On Program at Andrew Warde High School is a part of the regular high school but is elected by those students who wish to participate in it. It has been in existence for 5 years and was originally conceived of by the project director.

Although OTO was at first all male, it now is educating 32 young men and 32 young women, ages 15-18 (11th & 12th graders). The program employs 3 certified teachers, one of whom is part-time, and 17 volunteers, 15 of them students from another program. The learning environment is a combination of structured and free activities with both teachers and students initiating the learning experiences. Financial assistance comes from student fund raising, (car washes, bake sales, etc.), local district money, and a special grant from the New England Program of Teacher Education awarded to the director. OTO uses the high school building, the local community, and the surrounding countryside to facilitate its program.

In OTO "the student is expected to become an agent of his own growth." The program seeks to allow students to become aware and mature individuals by placing them in challenging and rigorous environments outside the realm of the traditional school. Academics are intertwined with outdoor education experiences to integrate the learning.

Hamden High School/Independent Learning Experience
2010 Dixwell Avenue
Hamden, Connecticut 06514
William Collins and Frances Bennett/Coordinators
203/248-9511 Ext. 72

Hamden High School's Independent Learning Experience is an experimental program designed for a select group of high school seniors. Two years old, it was founded by the Board of Education, by teachers, students, and the principal of the high school in order to make the last year of high school a more rewarding experience.

Currently, there are six young men and four young women enrolled, all between the ages of 16 and 18. The length of the school day varies as does the schedule. All teachers are part-time; they include two paid certified persons, 7 certified volunteers and 22 non-certified volunteers. The program operates out of Hamden High School which owns the building. Some equipment is owned, most is borrowed as needed. Funding comes from both local sources and Connecticut State Department of Education funds for the talented and gifted.

The program offers a unique core curriculum to a special group of students in order to capitalize on their ability to work independently and creatively. Its hope is to turn what might ordinarily be a "boring" and frustrating senior year experience into a vital, joyous learning year.

Annie Fisher School/Work Readiness (Printing & Food Services)
270 Plainfield Street
Hartford, Connecticut
Larry Volpe, Asst. Coordinator of Special Education
203/566-6467

The Annie Fisher School houses this work readiness, public high school, special education program because it has the space for varied programs such as these. Serving students ages 15 to 19 it operates non-graded on a full-time basis and has been in existence for 4 years. It was founded by the superintendent's office and the coordinator.

One full time, non-certified, paid staff member is responsible for the 26 males in attendance. Activities are highly structured, the schedule remaining the same every day. Instructional media is utilized as are apprenticeships and jobs to initiate learning. A public school building is used to house the program, but all equipment is owned, the state having provided the funds.

The "program is designed to prepare the student for the particular vocation, regardless of the training time, be it one year or four. When the student is ready, he is placed on the job." The target population has been in special education prior to this project, has experienced poor academic success, but is highly motivated toward vocational skills. The program's goal is for the student to attain gainful employment, to keep the position, and become a contributing societal member.

Hartford Board of Education/Intensive Instructional Centers
249 High Street
Hartford, Connecticut
Evelyn B. Williams/Asst. Supervisor, Special Education
203/566-6080

The Intensive Instructional Centers enroll youngsters ages through thirteen in a special program designed to help them overcome problems in adjusting to regular classroom environments. The centers, located in small buildings adjacent to public schools, utilize four classrooms with ten students per class and meet four hours per day. Founded eight years ago as an outgrowth of central administration conferences, the Intensive Instructional Centers now serve 166 males and 34 females from the City of Hartford.

Employed in the program are 23 full-time, certified faculty, two non-certified and five full time other staff persons. These include teachers, social workers, and school psychologists. The learning environment is highly structured although the schedule is flexible. Activities are initiated by teachers, students, the use of programmed instruction, and audio-visual equipment. Equipment and buildings are owned by the Board of Education.

The centers hope to increase academic and social success by placing youngsters with learning disabilities in specialized, supportive settings. The ultimate aim is to return the child to the regular classroom setting.

Mountain Laurel School/Regional School for Dependent Children
121 Cornwall Street
Hartford, Connecticut 06112
Lawrence Volpe, Administrator
203/522-0281

The Mountain Laurel School, a boarding school for dependent (trainable) children is the first regional facility of its kind in the state of Connecticut. Founded by the board of education, the superintendent's office, and by parents, the school serves youngsters from the City of Hartford and 6 surrounding towns. It has been in operation for 3 years.

Currently there are 54 males and 86 females enrolled, aged between 3-1/2 and 21 years. Diagnosis takes place between ages 3-1/2 and 5 in order to determine educational needs. The faculty consists of 11 certified persons, one of whom is part time. Daily activities are usually fixed with a moderately structured environment predominating. Learning is initiated by the teachers and with the assistance of programmed instruction and instructional media. The building and equipment are owned by the state, and financial support comes through state budgeting, local district money, and fund raising.

It is felt that "the dependent child is given a better self-image, acceptance, and opportunity to perform as much as he can in a self-contained facility such as this rather than in a satellite situation in a regular school." The school feels that it can help the young people in the program learn to communicate in a more socially acceptable manner.

Alternative (Open Door) Program
20 South Elm Street
Waterbury, Connecticut
Eugene F. Spagnola, Supervisor, Vocational Education
203/757-1191 Ext. 291

The Open Door Program sponsored by the Vocational Education Department of the Waterbury, Connecticut Public Schools is a two year old project developed to provide an alternate approach for students who are potential dropout and delinquency risks. Youngsters in the program are between the ages of 15 and 17 (7th and 8th grade) and attend the school four hours a day, between 1:00 p.m. and 5:00 p.m. sharing the facilities at one of the local high schools. The project was founded through the efforts of the board of education, the superintendent's office, the director, and the parents.

Currently 70 young men and 13 young women are in attendance. Working with these students in a moderately structured, though flexibly scheduled, environment are six certified, full time staff persons and one secretary. The building and its equipment are owned by the Waterbury School System. An exemplary funding grant from the State of $30,000 (for each of the two years) and local district funds finance the Open Door Program. Serving mostly inner-city area pupils who show little interest in conventional school programming, Open Door is trying to raise ability and motivation through a relevant curriculum and the introduction of vocational exploration. Further, it is hoped that it can reduce competitive pressures and develop a positive sense of self worth in each participant.

DELAWARE

Newark Center for Creative Learning
48 West Park Place
Newark, Delaware
Ann Brown, Director 302/368-7772

The Newark Center for Creative Learning is an independent, non-graded school for children ages 5 through 13. Learning in the center takes place informally, and the curriculum is varied and flexible. In operation for 3 years, the school was founded by the above named director and the parents of the youngsters who attend. It operates on a full time basis.

There are presently 56 children enrolled, 26 boys and 23 girls attending full days and 4 boys and 3 girls participating in a part-time kindergarten. Of the 4 paid teachers, 3 are non-certified full-time and 1 is certified and instructs part-time. Also on the staff are 4 certified people serving as volunteer teachers and 10 students from the University of Delaware who are involved in teaching courses. The school is housed in a rented facility but does own its own equipment and materials. It is financed entirely by tuition fees, which are $675.00 per year for the first child in a family and $405.00 per year for all others in the family and for kindergarteners, and through fund raising activities. There are 13 students now on scholarship at the school.

The Newark Center for Creative Learning offers a full curriculum, is non-graded, family grouped (children of all ages in all classes), and is based on the belief that "learning is as natural as breathing." The school's executive committee, the parents themselves, feel that there is no set "developmental timetable" for the learning of reading and writing. Rather, they respect and nurture each child's own readiness. Other goals, derived by parents, teachers, and students together include having children "feel good about themselves," teaching skills necessary to function in this world, and assisting youngsters in "learning how to make decisions about their time and about what they want to learn."

Newark School District - Newark Living Studies Center
70 South Chapel Street
Newark, Delaware 19711
W.A. Proctor, Director, ESEA - Title III 302/731-2238

The Newark Living Studies Center is a co-ed public school alternative to the Newark, Delaware school system, designed to provide a more relevant learning experience for youngsters of middle-school age who had previously been identified as potential drop-outs. The center operates full-time, September through June, serving children ages 10 through 13. Directly responsible for its founding were the local Board of Education, the Superintendent's Office, the Center's director, teachers, students, and parents.

Currently, there are 47 students attending, 40 boys and 7 girls who work with a staff consisting of 5 certified teachers, 40 students who serve as instructors, and 4 other staff members. The learning environment is informal with a highly flexible and "living" schedule. The center is presently housed in a rented warehouse facility. Financial support for the program comes from Federal assistance (Title III), state funding, local district money, and vocational education school budgeting.

The central activity of the Living Studies Center is a dynamic core curriculum based on high interest activities outside the conventional school environment. The center seeks to provide concrete learning experiences initiated primarily by the students themselves, and its working hypothesis is that as the "curriculum becomes more relevant for the target population, observable changes in the behavior of the experimental group (Living Studies Center) as compared to the control group (Newark Middle Schools) will occur."

The Tatnall School, Inc./The Tatnall NOVA
1501 Barley Mill Road
Wilmington, Delaware 19807
J. Norman Cotter - Head of Upper Division
302/998-2292

The Tatnall School is an independent, co-educational, secondary, day school. Its new scheduling program, the Tatnall NOVA has been in operation 1½ years, is cyclical in nature, and permits students to take courses in a time span of 22 days. The learning atmosphere is described as moderately structured with an innovative, flexible schedule. It was founded by the superintendent and the teachers after an extensive pre-preparation summer workshop.

Attending the school currently are 123 young men and 121 young wormen who range in age from 13 to 17 years. Of the 12 person teaching staff, 10 are certified. The school owns both the building it is housed in and all of its equipment. Financial support comes from tuition fees of $2,190.00 per student, per year, from private foundation funds, and through fund-raising activities. Tatnall presently has 83 students on part-tuition scholarship.

The NOVA program is an outgrowth of a revision of the entire school curriculum. The school has expanded its courses so that its curriculum includes more than the "5 major idols of education--mathematics, history, foreign languages, etc.". Its approach now is directed toward helping students become better independent decision makers. The cycles make it possible for students to exercise many different options, both on and off campus.

NEW JERSEY

North Hampton Regional High School/Stillwater Farm
Route 31
Annandale, New Jersey 08801
Dario Valcarcee, Jr./Assistant to Superintendent
201/735-5191

Stillwater Farm is a non-graded alternative program for young people ages 14 to 19 who had been academic and social failures for most of their school lives. In operation for the last four years the program runs for a period of 36 days each year. It was originally founded through the efforts of the superintendent's office, its director, students, teachers, parents, and community persons.

This year the program has 25 males and 20 females attending full-time and 3 males and 5 females enrolled part-time, all aged between 14 and 19 years. Serving the Stillwater Farm program are 7 certified, full-time faculty, 10 part time-student instructors, and 15 other staff. The learning environment is flexible and informal with activities initiated by a variety of persons including teachers, tutors, aides, students, and through audio-visual aids, programmed instruction, and apprenticeships. The farm facilities used by the program are donated by a local community family. Equipment is purchased by the high school. A Title I ESEA grant, state and district funds finance the project.

Stillwater Farm is attempting to change students' images of themselves as "unattractive outcasts" to more positive self-images by providing learning opportunities in an entirely different setting.

Bergenfield High School/Individual Needs Curriculum
30 South Prospect Avenue
Bergenfield, New Jersey 07621
Ralph Clark, Guidance Counselor
201/385-8600

The Individual Needs Curriculum at Bergenfield High School is a self-contained alternative for 10th and 11th graders who have been identified as potential drop-outs and have not been able to succeed within the traditional classroom. Students enrolled attend 5 classes in the program -- Math, English, Social Studies, Science, and Group Guidance. In existence for 3 years the program was founded through the efforts of the superintendent's office, the director, the high school principal, and the students.

Currently attending the individual needs curriculum are 4 males and 9 females. Five high school faculty members serve as teachers, each for one period a day. The program's environment is informal and has a flexible schedule. Stimuli for learning comes from students and teachers with faculty constantly monitoring each student in order to provide maximum individual growth. The program is housed at the high school and utilizes no special funding other than local district financing.

All the students in the program are volunteers, selected because even though they had been unable to accept authority, both in and out of school, "they sincerely want to complete high school and will accept the requirements of the program." Central to the individual needs curriculum is a group guidance class which focuses on problems that arise in the academic classes so as to provide immediate feedback. This class meets every day helping students to become more aware of themselves and more recognizant of the needs of others. "The entire program is designed to enable the student to eventually return to normal classes and be more successful than before."

Cedarcroft
R.D. 2, Box 157
Blairstown, New Jersey 07825
John E. Jennings, Director
201/362-6526

Cedarcroft, an independent boarding school for youngsters ages 7 to 14, is in its first year of operation. The idea for the school grew out of a desire for an innovative and free learning environment on the part of the director and the teachers.

Right now the school has two students enrolled and three full-time certified instructors. They plan to have twelve youngsters and another teacher by the end of the year and grow to 22 youngsters and eight staff members over the next two years. The program is non-graded, functions on almost a full year basis (270 days) with a varying, flexible school day. Responsibility for learning is shared by teachers and students alike. Financial support for Cedarcroft comes from tuition which at present is $3,500 per year, and both the building and equipment are owned by the school.

Cedarcroft offers a community/school experience for youngsters who desire a peaceful, integrated, very personal kind of learning. The school's goal is to "help a child gain a better sense of himself who he is, what he loves and what he wants in life." The staff believes very deeply in the Summerhillian philosophy of living together "in a relationship of freedom without license and education without fear."

Butler High School/"Early Bird"
Bartholdi Avenue
Butler, New Jersey 07405
Benjamim Goldberg, Principal
201/838-4800
Joseph DiPasquale, Director
201/838-4800

The "Early Bird" program at Butler High School affords mature students an opportunity to take college courses at Morris County College while completing work at the high school level. The program has been in operation one year and was initiated through the efforts of the principal, the board of education, and the superintendent's office.

Currently there is one senior enrolled in the program and one part time, certified instructor. The student pays the regular county college tuition and commutes on her own.

The program is an attempt to provide stimulating and enriching learning experiences to those young people who desire more than the traditional high school curriculum provides.

Bound Brook Public Schools/Alternative Classroom
130 West Maple Avenue
Bound Brook, New Jersey 08805
Annette R. Shteir, Coordinator of Special Services
201/356-1024

The Alternative Classroom of Bound Brook is a core curriculum, self-contained program designed to maximize the potential of young people who could not cope in the traditional high school environment. Currently in its first year of operation, it serves students who would ordinarily be in grades 7 through 11. The Alternate Classroom was initially founded through the efforts of the child study team, which had previously identified the target population, working with the board of education and the superintendent of schools.

This year there are 12 males enrolled, attending for a period of 3-1/2 hours per day. One certified teacher is in charge of instruction. The atmosphere of the program is described as a mixture of structured and free activities tailored to specifically meet the needs of each individual. The board of education owns both the building, a separate private house, and the equipment needed for the program. Funding is through the local district board of education.

Students in the program come from "problem families, some from deprived environments, some from broken homes. All have had a history of school failure and subsequent social maladjustment."

Cape May City/"A School for Thinking - Open Concept" and Interning for Learning
921 Lafayette Street
Cape May, New Jersey
John Demarest, Administrative Principal
609/884-8485

The "School for Thinking - Open Concept" at Cape May is designed as an alternative to traditional elementary school programs. It serves youngsters ages 5 through 12 and has been in existence over the past four years. This alternative developed as a result of input from the board of education, superintendent of schools, teachers, parents, and county helping teachers.

Currently, there are 141 boys and 134 girls enrolled, working with 20 full-time certified teachers, five part-time certified, and one part-time non-certified instructor. A volunteer teacher program is presently being developed. The atmosphere of the school is best described as informal with learning activities initiated by teachers and students using audio-visual aids and programmed instruction. Both the building and the equipment are owned by the district, and financial support comes from Federal assistance, PTA fund raising, and district funds.

The school's program is based on the idea of resource centers. Students arrange their own learning and are encouraged to be responsible for its direction. Teachers and students see each other as separate, worthy individuals and each youngster's curiosities are respected and nurtured. The inquiry process is the favored teaching approach.

Chatham High School/Senior Projects
492 Main Street
Chatham, New Jersey 07928
Everett V. Lanthier, Associate Principal, Chairman Senior Project Committee
201/635-7200

The Senior Projects Program enables seniors from Chatham High School to pursue independent learning experiences outside the confines of the school building. Approved seniors can be excused from classes for a certain period of time in order to carry through with the project. In its second year of operation, the program was initiated by its director, the associate principal.

There are 60 males and 60 females, aged 17 and 18, in the program this year working with 6 certified teachers and the director. No special financing, building, or equipment is needed to facilitate the program.

The program is fairly formal in its requirements in that a project must first be decided on, a teacher-advisor secured, and a detailed application proposal written. If the project is approved, a contract is issued to the student who then is excused from regular classes for at least four weeks to work on his proposal. Grades in all subjects are incomplete until project objectives are met.

Cinnaminson Alternative School
Pomona Road
Cinnaminson, New Jersey 08077
Lee Oberparleiter, Director
609/829-7600 Ext. 47

The Cinnaminson Alternative School, part of the Cinnaminson Public Schools, is open to young people ages 15 to 18 in 10th through 12th grades. Based on the belief that students be given maximum responsibility for determining the direction of their own education, the alternative program was founded 1-1/2 years ago largely through the efforts of its director with cooperation from teachers, the superintendent's office, students, parents, and the board of education.

The length of the school day varies but on the average is about 7 to 8 hours in duration. Currently enrolled are 60 males and 105 females working with 15 certified teachers, 7 of whom are part time, and 2 student teachers. The learning atmosphere is best described as informal with both teachers and students responsible for initiating learning activities. Both the building and its equipment are owned by the school system. Financial support for the program comes from Federal assistance, fund-raising projects, and the local school district.

The alternative school's students represent a cross section of all academic and socio-economic levels found in the regular high school in the community. The program's philosophy states "that students want to learn, can be trusted to learn, and will, given the opportunity to learn."

Changes, Inc.
409 Prospect Street
East Orange, New Jersey 07017
Julian Thompson, Director
201/675-1664 or 201/674-7114

Changes, Inc. is an independent, non-graded school designed for young people ages 14 to 18. In its third year, the school was founded through the efforts of students, some parents, and the director. It is basically a day school, although the staff lives at the school, and students are occasionally permitted to stay overnight.

Presently, Changes has 12 male and 36 female students all full time, working with a paid staff of three certified teachers, one certified volunteer, 8 non-certified volunteers, and one student-instructor. The school is in session approximately 180 days per year and has a 6 hour day. Both the building and equipment are owned by the school with financing coming from tuition, private foundation money, and fund raising. The current tuition costs are $700.00 per student with about 20 youngsters on partial scholarship.

Changes' student body is composed mainly of teenagers who are somewhat alienated and have not been able to take advantage of regular high school programs. The youngsters, gifted and college-oriented, make their own educational decisions and evaluate and plan the curriculum together with the staff. The school year is now divided into six week "terms" with many offerings taught by "non-professional" teachers such as lawyers, housewives, and others (house painters, nurses, etc.).

Ridgewood High School/Alternate English Social Studies Program
East Ridgewood, New Jersey
Nancy Butthius, teacher
Arthur Sullivan, student
201/444-9600 Ext. 367

The Alternate English-Social Studies program is a core curriculum program at Ridgewood High School open to all juniors and seniors who desire to participate in a more independent but more group oriented learning experience. Parental approvals and recommendations from an English and a Social Studies teacher are needed to apply. In its third year, the program was developed by a student committee which originally proposed a full day alternative to the traditional school. The present program was the result of a compromise whereby students could elect a three period program in place of the standard English and History classes.

Currently there are 11 young men and 25 young women enrolled with 2 full-time, certified teachers, 1 para-professional for clerical work and 1 "reader" to help evaluate papers. Both of the latter are part-time. The program meets daily from 12:30 to 3:00 p.m. as well as some evenings. The program encourages each student to be responsible for his own learning and facilitates this learning experience through independent study contracts, community projects, etc. Two adjoining classrooms in the high school are used for the project and a local church allows the use of its facilities several times a month. Two state department grants have been awarded to the program for evaluation and planning. Other than that, local district funds finance the group.

The program's format is a combination of small seminars and individual work. Some of the seminar topics have included studies of Shakespeare, Theater of the Absurd, Concord Writers, The Depression, McCartyism, and the Cold War.

Fort Lee High School/SEDS Program-Self-Directed Study
Lemoune Avenue
Fort Lee, New Jersey
Frank Raimondo, Assistant Superintendent
201/944-2622

The Self-Directed Study Program is an option for any student in grades 10-12 at Fort Lee High School who wishes to pursue his interest in a specific subject independently of the school environment. The program has been in operation 4 years and was initiated through the efforts of one staff member who approached the administration with the idea.

One certified, full-time faculty person oversees the project and supervises the students. This year 26 males and 36 females are enrolled in this moderately structured, but student-initiated, learning experience. No special funding is needed, nor is there any special building or facility required to facilitate the program.

The SEDS project offers students released time from classes in order to pursue independent interests. Interest and willingness to meet basic program requirements are the only admission criteria.

Delaware Valley Regional High School/Continuous Education
R.R. 1, Box 93
Frenchtown, New Jersey 08825
Charles Phillips/Superintendent
201/996-2131

The Continuous Education Program allows students to continue taking courses for an additional 30 days after the termination of the school year. It is available to all 9th through 12th graders, free of charge (including busing) who live in the district. Founded 1 year ago, the project was primarily initiated by the principal and teachers of the school and the board of education and superintendent's office.

This summer there will be 120 males and 130 females attending the program along with 18 full-time, certified staff. The program's atmosphere is moderately structured with learning usually initiated by teachers in a fixed daily schedule. Hours are between 8:00 a.m. and 12:00 noon. The program utilizes regular high school facilities owned by the Delaware Valley Board of Education and requires only local district budgeting to finance it.

The Continuous Education Program, an addition to regular yearly offerings, offers the goal-oriented student an opportunity to complete high school in 3 years, to keep actively and continuously engaged in the academic process, and makes it possible for students to take courses of their choice without schedule conflicts. Students may do either accelerated or remedial work and also may make up courses not passed during the school year.

Glassboro High School/Evening Alternative Program
Bowe Boulevard
Glassboro, New Jersey 08028
Nicholas A. Mitcho, Director of Adult and Continuing Education
609/881-2290

The Glassboro Alternative Evening High School is designed to offer students an opportunity to succeed in secondary school in a program that best suits their individual needs. Students recommended for this alternative include those classified as handicapped, (N.J. Title 18A: Chapter 46) pregnant students, those who must work during the day, married students, those whose behavior, determined through child study evaluation and/or counseling, indicates a need for shorter school day, and seniors who need additional courses in order to qualify for graduation. In operation for the last 3 years, Glassboro's program is a result of the combined efforts of the board of education, superintendent of schools, principal, guidance counselor, vice-principal, and teacher discussion groups.

Currently enrolled full time in the evening alternative are 15 males and 24 females plus 4 males and 3 females part time. The school year is 146 days in length. School meets 4 times a week for 3-1/2 hours per evening. The age span of the student is 14 through 20 years. Eight certified full time teachers and part time persons are employed as staff members. The learning environment is a moderately structured, flexibly scheduled one with teachers, older students (tutors), and the students themselves responsible for initiating and facilitating the learning activities. The program is housed in existing school owned facilities and is financed through local district funds.

Glassboro's evening alternative provides a viable learning experience for those young people who cannot or choose not to attend a traditional program. It offers students who might have experienced failure an opportunity to become independent, mature, self-directed learners.

Highland Park High School/Department of Educational Alternatives for Learning (DEAL)
Highland Park, New Jersey 08904
Donald Ralph, Chairman
201/572-2423

The Department of Educational Alternatives (DEAL) at Highland Park High School is an umbrella for a variety of special programs designed to meet individual student needs. The two basic areas of DEAL are to provide developmental and career education. Any student may utilize the services of DEAL. In its second year of operation, it was originated through its director and the high school teachers.

At the moment there are 142 referred students in the program working closely with 1 full and 1 part-time staff member. The voluntary personnel vary according to need. No special facilities or financing are needed for the program.

The DEAL program looks for, "(1) the student who would like to explore occupations while in high school; (2) the student who would like a job as part of his high school program; (3) the student who needs more practice in basic skills in the language arts; (4) the student who is unable to find courses which he can handle within the high school program; (5) the student who has some problems within the classroom which may be answered through special instruction, materials and/or methods; and (6) the student who fails the majority of his courses during any two consecutive evaluations." Some of the programs initiated through DEAL are work study, comprehensive reading, employment orientation, cross-age teaching, English as a second language, individualized alternate educational experience, Americanization, and retailing.

Kearny High School/Crisis Community Classroom - Project Talent
Kearny Public School System
Devon Street
Kearny, New Jersey
James R. Canaley, Director of Special Services
201/997-3434

A pilot program operating for the last six months, Kearny High School's Crisis Community Classroom is designed for dropouts and potential dropouts from the traditional high school. A non-graded, half-day program for young people ages 15 to 19 the program came about through the efforts of the superintendent's office.

Currently, there are 13 young men and 7 young women enrolled, working with one certified, full-time staff member and four other part-time persons. The daily activity schedule is fixed with learning taking place in a moderately structured environment. Teachers are primarily responsible for initiating learning, but apprenticeships or jobs play a large part in the process. The Crisis Community Classroom uses facilities and equipment owned by the district and does not require any special funding other than local district funds.

The new program is trying to prepare students who have a past history of emotional, social, and academic difficulty for a regular high school diploma by providing them with a more relevant, and innovative curriculum. The program hopes to increase the student's self assurance and competence so that he/she can cope more effectively with the world of work and with further career exploration.

Leonia High School/Leonia Alternative High School
305 Beechwood Place
Leonia, New Jersey 07605
Vicki I. Karant/Head Teacher, Social Studies Teacher
201/461-9100 Ext. 66

The Leonia Alternative High School provides an educational option for students in grades 9 through 12. It is designed with an expanded curriculum and time schedule so that it can take advantage of the talents of community resource persons. Currently in its second year of operation the school was initiated through the joint efforts of the board of education, the superintendent's office, the director, its teachers, students, parents, and interested community persons.

This year the school's enrollment is 77; 45 males, 32 females. Four full-time, certified teachers comprise the core faculty with an additional 100 or more certified and non-certified persons offering courses over the last 2 years. The school "day" is approximately 11 hours long -- from 9:00 a.m. until 10:00 p.m. The school sometimes varies the schedule from day to day and considers its learning atmosphere to be informal. A very extensive catalogue of courses and seminars is offered to the student which includes English Theater, History, World Civilization, Math, Science, Foreign Languages, Social Science, Art, Music, and Physical Education. In addition to elective offerings within the program each student is required to participate in some form of community service each year. The school is housed in a rented building that the Borough of Leonia leases to the board of education for $1.00 per year. Equipment is purchased as needed or shared with the regular high school. Local district funds provide the financial support.

Placing great emphasis on individual program planning and evaluation, the school wishes each student with advice from teachers and parents to tailor his/her schedule in order to meet his/her own particular abilities, interests, and aspirations.

Chelsea School
152 Chelsea Avenue
Long Branch, New Jersey 07740
Matthew Martin, Director
201/222-5190

Chelsea School is a residential school founded by the New Jersey Division of Narcotic and Drug Abuse for young drug abusers who cannot function in the traditional school environment. It has been in existence for one year.

Young people in the program range from 12 to 18 years and would ordinarily be in seventh through twelfth grades. Currently there are 31 males and 9 females living at the school, working with eight certified, full-time teachers and two student instructors. The school operates on a 180 day year plus summers. Both the building and the equipment are owned by the school, and funding is available through the state. No tuition is charged.

The object of Chelsea School is to rehabilitate youngsters by providing innovative education programs that will offer them a real alternative to drugs.

Manville High School/Primary Education Practicuum
1100 Brooks Boulevard
Manville, New Jersey 08835
201/722-1600

The Primary Education Program, a cooperative venture involving Manville High School and the local elementary schools, offers senior students at the high school experience working with younger students. In operation for the past 4 years, it was originally designed by the elementary and high school principals. It is open to any senior who thinks he/she may be interested in becoming an elementary school teacher.

This year the program has 14 female students enrolled part-time, each assigned to an elementary classroom for the afternoon session, 1:00 p.m. to 3:00 p.m. The cooperating elementary teachers serve to evaluate the progress of the students enrolled on a quarterly basis. Successful completion of the course yields academic credit for graduation.

Areas of involvement for the student include supervision of individuals and small group activities, providing reinforcement of teacher initiated learning activities, preparing audio-visual materials, and reading to small groups of youngsters. No special financial assistance or equipment is needed to run the program.

Discovery House/Marlboro Narcotic Rehabilitation Project
P.O. Box 77
Marlboro, New Jersey 07746
Eileen Isaacson, Director of Education
201/946-9444

Discovery House is a residential therapeutic community dedicated to rehabilitating persons with drug problems and to training staff for other such programs. Its program operates year round and has been in existence for 4 years. Responsible for the founding of the community were the state Legislature and the Division of Drug Abuse and Narcotic Addiction.

Currently serving the needs of people aged 16 to 55 years, the program has 6 males and 2 females living there full-time (this number varies), and 36 males and 4 females part time. The staff includes 1 paid, full time, certified instructor, 1 paid, full time, non-certified instructor, 1 part-time, certified volunteer, 4 part-time, non-certified volunteers, and 6 students assisting part-time. Financial assistance for Discovery House comes from ESEA Federal funding, state funds, and private donations. No tuition is charged the residents.

The learning environment is a combination of structured and free activities within a flexible daily schedule. Learning at Discovery House can be initiated in a variety of ways: through teachers, other adults, older students, and the students themselves. The overall emphasis of the program is on preparing the person to assume a more productive societal role.

Metuchen High School/Independent Study Program and Volunteer Aid Program
400 Grove Avenue
Metuchen, New Jersey 08840
Marcia Holtzman/Curriculum Coordinator
201/549-4200 Ext. 63

Metuchen High School's 2 programs, the Independent Study and Volunteer Aid programs, are open to all students in an attempt to make available a greater variety of educational alternatives. In operation for the past three years they were initiated through the efforts of students, teachers, the director, the superintendent's office and the board of education. The programs are in effect during the regular high school day.

Currently there are 19 females and 6 males in both programs, ages 14 to 18 in grades 9 through 12. Serving part-time in both of the projects are 25 certified staff members (employed full-time by the school) and 1 non-certified person. In both projects learning is self-initiated, self-directed, and self-evaluated by the students. (Evaluations also are made by cooperating teachers and, in the case of ISP, a committee). The building and equipment are owned by the district, although some independent projects may require outside equipment and resources. No special funding is required by either of the two programs.

Diversifying and expanding the school curriculum prompted the inclusion of these programs. In the Volunteer Aid program students work with younger children on a daily basis in a supervised school setting. In ISP, students learn to prepare a project proposal, set goals, and design evaluation procedures. Working with a faculty preceptor, students complete projects independently, either in school or out in the community. Both programs can be taken for credit.

Montclair High School/Alternate High School
Montclair, New Jersey
Pierson D. Fellows/Guidance Coordinator
201/783-4000

The Alternate High School at Montclair is designed for students in grades 9 through 12 who have experienced continual failure in the traditional high school environment. In existence for 3 years, the program was initiated by the board of education, the superintendent's office, the director, and the students after careful, in-depth interviewing of "turned off" students. The program is offered for 4 hours during the regular school day, and students enrolled in it take courses in English, history, psychology, and sociology. Math, science, and foreign language are taken in the regular high school.

Currently there are 5 young men and 1 young woman participating, aged between 14 and 20 years. One full-time, certified teacher is employed to work with them. The learning atmosphere in the school represents a combination of structured and free activities with students developing a completely individualized program of learning which is closely supervised and guided by the instructor. There are no special funding sources, facilities, or special equipment needed for the program. Local school district financing supports the Alternate School.

Montclair's Alternate School programs aim to help non-motivated bright students become successful, achieving, young people within the structure of public education. Its curriculum is specifically designed with this aim in mind.

Neptune Township Public School/Program for Optional Learning (P.O.L.)
Neptune Boulevard
Neptune, New Jersey 07753
Thomas Hurley, Director P.O.L.
988-5200 Ext. 46

Neptune High School's P.O.L. program is designed for students in grades 10 through 12 who have had difficulty coping with the regular curriculum. In operation for 2 years, it was founded by the board of education, superintendent's office, and the parents.

The program currently has 11 males and 4 females enrolled full-time and one male and one female on a part-time basis. Offering a shortened school day (4 hours), the program is run by 2 full and 1 part time, certified, paid teachers. The mode of instruction is usually informal and flexible with learning initiated through teachers, students and with the use of audio-visual aids. P.O.L. is housed in a part of the Municipal Building of Neptune in space donated by the Township. Equipment is borrowed from the high school. No additional funding other than local board of education budgeting is used to implement the project.

The student population in P.O.L. is largely composed of youngsters with a history of truancy and disinterest in school. Many are desirous of learning technical trades. Hopefully the less formal approach and highly individualized curriculum will lead to greater decision making, more participation, and a better self-concept for each of the young people enrolled.

The Education Center for Youth/Work-Study
15 James Street
Newark, New Jersey 07102
Rocco A. Miswrell/Director
201/733-7008

The Education Center for Youth is an alternative, fully accredited high school designed to provide a work-study program for young people who have left high school. Organized in 1964 by the board of education of Newark and by five business and industrial companies in the city, it functions on a non-graded basis all year round.

Currently there are 60 females and 40 males in the school, aged between 16 and 21, most of whom have been out of the traditional high school setting at least 6 months. Ten full time, certified teachers staff the school which has a moderately structured program and a flexible daily schedule. The facilities for the school are rented and the equipment owned. A state grant of $50,000 provided the initial financial push for the school.

The work-study program is set up so that students work a full week and then attend classes the following week (one job is therefore held by 2 students). At the Education Center young people who have "dropped out" or been "kicked out" of school are given renewed opportunities to achieve at their own levels. They upgrade reading and math levels, develop specific business skills, prepare for higher educational opportunities, and exhibit confidence and a feeling of self-worth at being able to "drop in" again. Two graduations are held each year, and the Center now boasts of 500 graduates over the last 9 years.

Malcolm X Shabazz High School/School Within A School
80 Johnson Avenue
Newark, New Jersey 07108
Seymour Spiegel, Director
201/248-8474

The Malcolm X Shabazz High School, a part of the Newark Public School system, is especially designed to offer academically motivated inner-city high school students an enriched curriculum in order to prepare them for successful careers at the colleges of their choice. The program has been in effect for the last five years and was originally founded through the efforts of the office of the superintendent and the school's director.

135 young men and 241 young women, ages 13 to 18, are presently enrolled at the school, working with 24 full-time, paid, certified instructors. The school year is 11 months long and combines independent study, team teaching, flexible scheduling, and a summer Parkway Program. Learning activities in the moderately structured atmosphere can be initiated by teachers, students and older students (tutors). Both the building and the equipment for the school are owned by the school system, with funding coming from private foundation money, fund raising, local district financing, and local business and corporate donations.

Students at Malcolm X Shabazz carry five major subjects throughout their high school career. They take four years of language, four years of combined English/Social Studies, Humanities, four years of science, and four years of math. The program's basic premise is that, given the right learning environment, talented inner-city high school people can achieve "the same standards of academic excellence achieved by students of more affluent districts."

Youth Consultation Service Academy/School Drop-Out Prevention Program
237 Broadway
Newark, New Jersey 07104
Julian G. Stone, Executive Director
201/482-8411

The Youth Consultation Service Academy of Newark is associated with the Y.C.S. service which has been in existence 54 years focusing on ways to help young people in trouble. Its new program, the above named academy, has been operating for the last three years, and is designed as an alternative for potential drop-outs from Barringer High School. The board of education worked with Y.C.S. in setting up the current program.

The Academy serves 25 males and 24 females, five hours per day on a 12 month basis. Nine full time people are employed by the program, six of whom are certified. The school's learning environment is considered flexible and informal, learning being initiated through apprenticeships, instructional technology, teachers, and students themselves. The building used by the school is rented, equipment owned, and financing comes from State and private foundation monies, as well as through fund raising and board of education budgeting.

Students are referred to the Academy by Barringer High School because of a poor record of attendance, drug abuse, etc. Through an individualized curriculum, intimate classroom setting, and very strong personal contact with staff which includes innovative teachers, a psychologist, and a vocational counselor, the Y.C.S. hopes to restructure the lives of the young people enrolled. Their overall objectives include helping "the public schools change their attitudes, approach and philosophy . . . . so the high drop-out rate as well as the alienation of a large number of students will be minimized."

The Gibbons School/Alternative Education High School
Gibbons Cabin at Douglas College
New Brunswick, New Jersey
Penelope L. Kuykendall, Principal
201/846-4155 or 247-2600 Ext. 278

The Alternative Education High School is a program for young people, ages 14 to 19 from the New Brunswick, North Brunswick, and Milltown, New Jersey public schools. In operation for six months, it was originally founded by the board of education and the superintendent's office.

Five full-time paid teachers plus three college students and two other staff members serve the program which runs a full school year (180 days). Learning activities at the school can be initiated by teachers, tutors, students, and through apprenticeships. The school building is donated by Rutgers University although the program owns its equipment. No special funding is needed to finance the school.

River Dell Regional High School/Teacher Assistant Program
Pyle Street
Oradell, New Jersey 07649
Dorothy Schafer, Coordinator
201/261-4500

The Teacher Assistant Program at River Dell is an elective for senior students only who express a desire to give service and are willing to assume the responsibility for doing so. Originally initiated through the efforts of the Director of Pupil Personnel Services, the program is now in its fifth year of operation.

Currently enrolled in the program are 85 students, 13 male and 72 female, ages 16 through 18 years. One certified teacher supervises these teacher assistants on a part time basis. Sixty-seven certified, 8 non-certified, and 10 other staff persons are also involved in the program. No special financial assistance is needed to finance the project, nor is any equipment or building required. The school serves as the home base for the project, but students are working outside the building using the facilities of the groups they serve.

The Teacher Assistant Program extends the classroom into the community. It provides its participants with an opportunity to learn to work with others who might be dependent, offers career exploration, develops the "attitude of maintaining the confidentiality of privileged information," and above all provides for young people the enjoyment of giving service to others.

River Dell Regional High School/Year-End Program for Seniors (YEP)
Pyle Street
Oradell, New Jersey 07649
Thomas L. Hausdorff, Principal
James C. Woldow, Administrative Assistant
201/261-4500

River Dell High's Y.E.P. Program (Year-End) for seniors is composed of field trips, seminars, independent study, and community service. In its second year of operation the program is offered to combat "senioritis" for the two weeks in June prior to graduation. The board of education, the central administration, teachers, parents, students, senior citizens, town and county officials were all instrumental in designing the project.

The entire senior class of 400 young people participates in the 4-1/2 hour a day program, working with the regular high school faculty (58 persons) and 30 non-certified, part time staff. Activities in the Y.E.P. Program can be initiated through teachers, students, resource personnel, aides, and community service people. The program operates with a minimal budget as all part time instructors are volunteers. Regular school district funds support the program. Y.E.P. uses a local church, the borough hall, and the borough recreational facilities at no cost to the school.

Seniors determine the amount and kind of involvement they wish to have in the program. They are only required to participate in 1 area and may decide how to use their time after that. The school sees the activity as providing a pre-college and a pre-vocational educational experience.

The Bridge North/The Bridge South/The Bridge West/"Operation Aspiration"
35 Cleveland Street/152 So. Day Street/19A Washington Street
Orange, New Jersey
Robert G. Slater, Director of Human Development
201/674-6986

The Bridge programs, a series of "metro-center" programs designed for young people of all ages (16 to 86) are essentially street academy programs offering opportunities for drop-outs to complete their education. In operation over the last 8 years, the programs function during the day and in the evening and were founded through the efforts of V.I.S.T.A. volunteers, the YMCA staff, and community people who needed the services.

There are presently 120 males and 172 females enrolled in the Bridge programs working with a part time, paid staff that includes one certified and two non-certified instructors and 56 part time volunteers, consisting of non-certified teachers, student instructors, and other staff members. The project is housed in two storefront, rented buildings and one church basement which is loaned to them. Private foundation, fund raising, donations, and United Fund money supports the programs.

The school's primary functions are to re-involve those persons who have failed in the traditional educational environment and to "liberate those individuals from the poverty cycle and lack of self-esteem in which they have been entrapped." The target population is primarily street-oriented youth of urban and suburban Essex County. The programs offered are informal, and almost all work is done on a one-to-one basis, beginning at the student's level. Preparation for high school equivalency, trade school, college admission, or a more worthwhile job are all objectives of the program.

Paterson Public Schools/Special Aid to Girls Expecting (SAGE)
Eastside Park
Paterson, New Jersey
Arnold Sackmary/Director, Special Services
201/271-2121

SAGE, associated with the special education program in the Paterson, New Jersey public schools, is an alternative educational experience for pregnant young women, ages 11 through 19. Operating for 5 hours during the regular school day, it was founded 3 years ago by the board of education and the director of special services.

185 females are currently enrolled, working with 6 full-time, certified teachers and 2 other staff members. The learning activities are moderately structured, initiated by the teachers and implemented with a fixed daily schedule. The school's location, a house in Eastside Park, is loaned by the Paterson Park Department, and equipment is owned by the board of education. An initial grant for $16,000 from the Division of Vocational Education of the State of New Jersey helps finance the school together with local district funds.

The purpose of the SAGE program is to provide continuing education during pregnancy, consisting of general academics plus health education,nutritional advice, pre and post natal information, family economy, and vocational counseling. It hopes also to return the young women to the regular school setting after delivery.

Pemberton Township High School/Student Action Program
Fort Dix - Pemberton Road
Pemberton, New Jersey 08068
John J. Harrington, Principal
609/894-8223

The Student Action Service Program at Pemberton Township High School is designed to involve as much of the school population as possible, regardless of age or grade. In existence for 14 years, the program encompasses explorer programs, service programs, and apprenticeships. It was originally founded by the board of education in an attempt to provide participatory, community involved learning experiences for a particular group of young people, most of whom are job-oriented and not college bound.

The school enrolls 1,004 males and 1,033 females, aged 12 to 20. A teacher's aide has recently been employed as the coordinator for the volunteer program. Generally, the environment for the student action project is moderately structured and flexibly scheduled. Budgeting for the program comes from federal government impacted area funding and state and local district financing. There are no special facilities or equipment needed to facilitate the program.

Some areas of student involvement include acting as teacher aides in the elementary schools, helping with preparation of materials, tutoring in small groups or with individuals, and helping with clerical duties. Students can be volunteers at area hospitals making beds, feeding patients, etc. Skiils can be developed at Fort Dix where students are being trained in at least 10 different skill areas such as furniture repair and key punch operating. There is now a group of 30 young people working as "teen counselors" in the elementary schools after having received classroom training in drugs and alcohol abuse prevention from counselors and resource people from Fort Dix.

Perth Amboy High School/Alternative High School
333 State Street
Perth Amboy, New Jersey
c/o The Community Guidance Center
Charles Stein, Vice—Principal
201/826-3360 Ext. 221

The Alternate High School at Perth Amboy was developed one year ago to help meet the needs of those young people who were not benefitting from the programs offered in the existing institution. All the students enrolled had previously been identified as "drop-outs" and potential dropouts; none were functioning anywhere near potential. This optional program was initiated through the efforts of a facuity committee on alternatives and innovations working along with the school administration and the Community Guidance Center.

Currently 10 males and 5 females ages 14 to 17, in grades 9 and 10 are participating in the Alternative High School which meets every day in the mornings for four hours. The dual emphasis of the program is on development of basic academic skills and on development of social-inter-personal skills through individual and group counseling sessions. Afternoons students have the option to return to the High School, to work, or to remain at the center to do specific guided activities. The staff of this moderately structured yet flexible program includes one non-certified, full time person, three part time, certified teachers, two part time interns from Trenton State College, and 5 part time volunteers. The learning activities can be initiated in a variety of ways: by teachers, students, through apprenticeships, and with the use of instructional technology.

The Alternative School is housed at the Community Guidance Center under a joint contract with the board of education of Perth Amboy. Local district money finances the project, and model cities funds provide the facilities and counselor-interns.

Pequannock Twp. High School/Community Service for Academic Credit
Sunset Road
Pompton Plains, New Jersey
Harold F. Veal, Jr., Principal
201/835-5800

The Community Service Program at Pequannock High School is designed for any student in grades 9 through 12. A student who elects the program may choose to work a number of hours in the community or in the school itself for academic credit. Responsible for its founding one year ago were the board of education, the superintendent's office, the director, and the teachers of the school.

Currently participating in the project are 51 youngsters, 12 male and 39 female. No teacher supervision or equipment is required, no financial assistance is necessary.

The school hopes to see as many students as possible involved in some sort of worthwhile community service. There are no special requirements for the program - both college bound and non-college bound participate in this alternative.

Princeton High School/Learning Community
Moore Street
Princeton, New Jersey 08540
Ron Horowitz or Steve Marcus
609/924-5600

Associated with Princeton High School, the Learning Community is open to all students in grades 9 through 12. It originated through the efforts of those faculty and students who wanted a more committed, community-oriented school program, a program which the traditional high school was not providing. In its third year of operation, the Learning Community now enrolls 108 young people, 50 males and 58 females.

Eight certified, paid teachers, five of whom are part time, staff the program, along with student teachers from Princeton University and outside volunteer people. Activities are scheduled on a semester basis, with learning taking place in an atmosphere that varies from structured to free. The Learning Community is presently housed in a school building formerly used by the district and makes use of all the regular high school facilities and equipment. No special funding is requested for the program; local district funds provide financial support.

Students attend the Learning Community for at least 1/2 of every day and choose areas of study from among a wide variety of offerings in math, science, English, and social studies. They then return to the regular high school for additional electives and Physical Education.

The Princeton High School Learning Community's overall objectives, redefined each year by students and staff together, include: learning to be responsible, learning to identify and satisfy one's own needs, learning to be competent, developing a sense of community, learning to think creatively and critically, developing the desire, capacity and power to bring about a constructive societal difference, and learning to integrate a variety of learning experiences into one's life. Meeting these objectives is pursued through classes, optional family groups, study groups, work study, and independent study.

Randolph High School/Senior Option
Millbrook Avenue
Randolph, New Jersey 07801
P. Donald Bostrom/Vocational Counselor
201/361-2400

The Senior Option Program at Randolph High School is open to all seniors who wish to enrich their learning experiences outside the confines of the school. The only requirement is a prerequisite business course, The World of Work which must be taken sometime during the academic year. The program has been in existence for one year, is offered during the 3rd and 4th quarters every school day afternoon, and was initiated through the efforts of the principal and the vocational counselor.

Currently, there are 17 students involved in the program, 9 young men and 8 young women, aged 16 to 19 years. One part time, certified volunteer is assigned to the project. No special facilities or equipment are needed to run the program; all the learning takes place away from the school. No additional financing is required.

Major objectives of the program include providing students with opportunities to expand their learning in non-traditional ways, i.e., through direct community involvement, expanding the concept of school, helping to bridge the worlds of school and work, and instilling a sense of purpose and self-worth in each student.

Sayreville Junior High School/Project Mainstream
70 Main Street
Sayreville, New Jersey 08872
John B. McCormack, Administrative Assistant to Superintendent
201/254-4400

Project Mainstream at Sayreville Junior High School offers an off-campus educational experience for disadvantaged boys in grade 7 through 9. In its second year of operation, the project was initiated through the efforts of the school administration and the Director of Special Services.

Currently 2 full time, certified instructors oversee the 19 males enrolled. The activities follow a fixed daily schedule, moderately structured, with learning initiated by teachers, students, and instructional technology. Financial assistance to fund the project was received from the New Jersey Department of Education, Division of Vocational Education, for salaries, equipment, travel, and supplies.

Housed in a rented store-front building, the project's emphasis is on rehabilitation through vocational training in order to heighten positive self-image and improve attitude.

Student-staff ratio is small, 10 to one, and individual counseling and instruction allow for a high degree of rapport. Hopefully, Mainstream will provide a bridge toward eventually returning the disaffected adolescent to a regular high school program.

Montgomery High School/Continuous Progress Mathematics
Box 147 B
Skillman, New Jersey 08558
Jocelyn C. Williams/Curriculum Supervisor
609/466-0014

The Continuous Progress Mathematics program is an alternative approach to learning mathematics and is open to any student in grades 7 to 11 at Montgomery High School. In its second year, the program was initiated by the board of education, the superintendent's office, the teachers, the principal, and the curriculum supervisor.

There are currently 182 young men and 189 young women enrolled, aged 12 to 17, working with 6 full time, certified personnel, 3-8 part time student aides, and 1 full time adult aide. The program operates in the regular school building, and no money other than local district funds are required to finance it.

Motivating goals beyond merely acquiring skills include having students: (1) learn to manage their own time, (2) learn how to learn mathematics, and (3) gain confidence in his/her ability to think and reason. To accomplish these goals, continuous progress mathematics uses the techniques of self-pacing, stated objectives, pre-testing and diagnosis, and a variety of resources in order to allow students different approaches, (texts, kits, tapes, etc.) post tests and flexible grading procedures. The grading system very often differs from the standard school procedures because grades are given upon mastery of objectives and not at the end of traditional marking periods.

Franklin Alternate High School
761 Hamilton Street
Somerset, New Jersey
Edwin Crandell/Associate Superintendent of Schools, Franklin Twp. Public Schools
201/844-3500 Ext. 223

The Franklin Alternate School was created to meet the educational needs of students who had difficulty functioning in the regular high school. Composed of youngsters in grades 9 through 12, aged 14 to 18, the school has been functioning for the past 2 years. Directly responsible for its founding were the board of education and the superintendent of schools.

Currently there are 23 males and 12 females attending on a 4-1/2 hour a day schedule. Five full-time, certified faculty members staff the school. Learning is initiated by teachers, students, and through the utilization of programmed materials and instructional media. The environment of the school is described as a combination of free and structured activities, the major emphasis being on tailoring a program to fit an individual's needs and abilities. The school building and its equipment are owned by the board of education. No special funding is needed.

The Alternate School tries to bring about positive educational experiences for young people by helping them develop more effective basic communication skills, self perception, and social awareness. Constant contact is maintained with home, churches, law enforcement agencies, and probation officers in order to insure success.

Summit High School/Senior Alternative Study Program
129 Kent Place Boulevard
Summit, New Jersey 07901
Joseph Della Badia/Vice-Principal
201/273-1494

The Senior Alternative Program at Summit High School offers students the opportunity to engage in outside of school learning activities such as community work, career exploration and independent study. In effect the last quarter of the school year over the past 2 years, it was founded by teachers concerned with the attitudes of students at the end of their senior year. A student-faculty committee was formed and the present program undertaken.

Currently there are 30 males and 32 females enrolled full time and 46 males and 48 females enrolled on a part time basis. No special faculty is required; regular faculty persons serve as sponsors, and students are responsible to their sponsor for the entire project time. Community Resource Volunteers are also used. Board of education funds serve to finance the program.

The program encourages seniors to be accountable for their own learning. Students design and define their project, follow through, and evaluate their effectiveness in accomplishing their goals.

Teaneck Alternative School
c/o Teaneck High School
100 Elizabeth Avenue
Teaneck, New Jersey 07666
Charles A. Sullivan, Coordinator
201/837-2232 Ext. 309

The Teaneck Alternative School, a part of the Teaneck Public system, is a small learning community established so that learning can be more student-centered, more flexible, and more individualized. It is an elective option (lottery) for juniors and seniors in high school, ages 15 to 18 years. Currently in its first year of operation, it was founded through the combined efforts of students and teachers with board of education, superintendent and administration support, and is the result of a year and a half of planning.

The Alternative School consists of 104 students, 68 females and 36 males, 6 full time and 7 part time certified teachers, 2 part-time, certified volunteers, 5 part time, non-certified volunteers, and 4 students serving as instructors. The learning environment is described as moderately structured "tending towards informal," with both students and teachers responsible for initiating and evaluating the learning experiences. A great variety of experiences are available including class instruction, community service, field trips, college courses, and vocational exploration. The school is presently renting home base facilities for the program from St. Paul's Lutheran Church, the Bryant School, and the Teaneck Town House, although it continues to utilize existing science, library, and sport facilities at Teaneck High School and also make extensive use of community resources such as parks, offices, museums, and local colleges.

"The underlying philosophical concept behind the Alternative School is that students learn in many different ways." It is designed for the student who feels most comfortable with a variety of learning styles and for the student who feels he must be more responsible for directing his own learning.

The Center for Open Education
38 Franklin Street
Tenafly, New Jersey 07670
Suzanne M. Spector, Director
201/871-3322

The Center for Open Education, an independent, day school for students aged 2-1/2 years (nursery) through 18 (equivalent to high school seniors) is an integrated learning community for young people who desire a choice in determining the process of their education. In existence for 6 years, the center was founded through the efforts of its director. Goals were developed through the cooperative efforts of the administration, the faculty, the board of trustees, and students.

Currently enrolled at the Center are 108 males and 124 females working with 11 paid, full-time teachers and 1 part-time, certified teacher, 5 non-certified, full time instructors, a varying number of volunteers, and 7 other staff persons. The Center presently rents its facilities but owns its own equipment. Funding comes from tuition, the level of which is reviewed annually to insure diversity of the student body while taking into account increasing operating costs. At present, 30 students are on scholarship.

Activities of the Learning Center revolve around 3 interrelated programs: (1) The Children's Center - a nursery and primary school, (2) The Center - a middle high school, and (3) The Teacher's Center - a resource center offering workshops, undergraduate courses in conjunction with Fairleigh Dickinson University and consulting services to some area public schools. Learning at the Center is achieved through open classroom structure at the nursery and primary levels and a combination of open and mini-course structure at the middle school which naturally develop into open campus, community based learning at the high school level.

Ewing High School/Volunteer Community Service Program
900 Parkway Avenue
Trenton, New Jersey 08618
William R. DiGeorgel, Coordinator
609/882-1400

The Community Service Program at Ewing High School is an elective alternative open to seniors who desire to study the community and its agencies with emphasis on career exploration. Currently in its second year of operation, it was founded through the efforts of the coordinator and the principal.

This year there are 25 females and 5 males participating in the program. The coordinator, a full time, certified teacher at the high school, supervises the project on a part time basis. No special building or equipment is needed since students currently provide their own transportation. Assistance from the State Department of Education in the form of a mini-grant and school funds are the sources of financial assistance.

At present the Community Service Program consists of two phases, Phase I, the classroom workshop, exists to orient and prepare the young people for the experience. Further, it serves to review the range of opportunities available so that students can make meaningful choices. Phase II is the field experience in which the student spends a portion of his school day at the agency of his choice. The supervisor makes visits and helps evaluate the needs of the student. The agency also guides and evaluates the quality of the student's experience. The program expects to go into Phase III soon which will provide as an alternative to every senior who so desires "the option of working the last six weeks of school in some form of community service."

Westfield Senior High School/Volunteer Aides
550 Dorian Road
Westfield, New Jersey 07090
John Holbrook/Administrative Assistant in Charge of Personnel
201/232-6420

The Westfield High School Voluntary Aides Program is designed to provide interested students an opportunity to work with elementary school children on a regular basis. Any high school student in grades 9-12 is eligible to participate in the 2 year old program which was founded by teachers, the superintendent's office, and the board of education.

At present there are 12 students, 1 male and 11 females taking advantage of this option, each assigned to an elementary teacher and class. These students have an adjusted school schedule which enables them to be released earlier every day. No special funding is needed to finance the project.

The Volunteer Aides Program helps to increase individualization of instruction. It operates to provide maximum teaching-learning opportunities for both the elementary school youngsters and the volunteers. The program's major goal is to "help provide a well-organized, smoothly functioning class environment in which students can take full advantage of the instructional program and available resource materials."

Willingboro Public Schools/Willingboro School House
Beverly-Rancocas Road
Willingboro, New Jersey 08046
Joseph Pezzullo/Coordinator of the Alternate School Program
609/877-4050

The School House, associated with the Willingboro Public School System, is an optional program designed for students ages 13 to 16 who have not been able to take advantage of the regular high school curriculum. In operation for the past three years, the School House was the idea of the director and the teachers.

This year the enrollment in the program totals 35; 26 full and 2 part time males and 6 full and 1 part-time female. Employed at the Alternate School are four full time, certified teachers and 1 part-time, non-certified person. The nature of the program requires a fixed daily schedule with learning initiated mainly by teachers, although the school's atmosphere is best described as informal. Funding is from local district budgeting and through Federal and state juvenile delinquency funds.

The Willingboro School House program is basically for "turned-off" young people, who for a variety of reasons, mostly personal, are not able to adjust to the regular curriculum. Only language arts, math, social studies are offered. Within these subject areas, students can select those courses which meet their interests. Five week cycles are offered to each student. The ultimate aim of the School House is to help each young person improve his/her self-image and make better behavioral adjustments in order to eventually return to the regular high school program.

NEW YORK

Street Academy of Albany
224 North Pearl Street
Albany, New York 12207
Robert S. Peterkin, Executive Director
518/434-2963

The Street Academy of Albany, now in its second year, was originally started with the support of the Urban League and business organizations. A non-graded, independent school which uses the city as curriculum and classroom, the Street Academy is designed to meet the needs of youth between 13 and 18 who are dropouts or probable future dropouts.

160 students are in the program staffed by 5 full-time, certified teachers, 3 full-time, non-certified teachers, one part-time, non-certified teacher, 3 certified and 3 non-certified, volunteer, part-time teachers and 5 full-time and 5 part-time, additional staff members. Although the school is independent, it is funded through Title I and Title III funds and local fund raising, and is housed in a building donated to the project.

Classes are "taught by teams using affective and cognitive education techniques," with the aim "to bring these students to successful completion of requirements for a high school diploma, with adequate skills for college entrance or job training, and with a better insight into their own potential and how to realize it."

High School Redirection Program
315 Berry Street
Brooklyn, New York 11211
Dorothy Joseph, Project Director
212/384-1363

The High School Redirection Program, now in its fifth year, is an alternative Brooklyn School for potential dropouts from ages 16-21. Started by the director and administrators, the school places about 50 per cent of its students in jobs, and these students attend school on alternate weeks, the other half attending full time. The purpose of the program is "to re-direct potential high school dropouts toward higher educational and/or vocational goals."

150 boys and 150 girls attend the program. The staff includes six full-time, certified teachers, one part-time, certified teacher, 2 part time, non-certified teachers, 3 certified, full-time, teachers assigned as counsellors, 3 students serving as instructors part-time, as well as 12 additional full-time staff. The program is informal, with a fixed daily schedule, and is housed in a rented building. Funds come from state funding.

The school's philosophy is stated: "Alienated, poor-class young people do not differ essentially from other young people: They will respond beautifully to respect and concern; they want to respect themselves and to love others; they want to know useful, interesting, and even silly things -- but particularly the things that other people know and that one needs to 'get ahead'; and that it is the responsibility of the school to provide the atmosphere and skilled specialists that will help young people make the most of their lives."

John Dewey High School
50 Avenue X
Brooklyn, New York 11223
Henry Sims, Assistant Principal
212/373-6400

Dedicated to the premise of individualization of instruction, and progress at the student's own rate, John Dewey High School is an experimental public high school founded 5 years ago by the board of education as a result of a Hershey, Pennsylvania - New York City Board of Education sponsored conference "The New High School: A School for our Times."

1,030 boys and 1,285 girls in grades 9-12 attend the high school which has 149 full time, certified teachers and 15 part time para-professionals. The school's program is informal, with a flexible schedule. The school uses a district-owned building and equipment but rents additional equipment. Funding, though previously from the state, is now entirely from the local school district.

"Within the framework of an eight hour a day school, instructional blocks of time are broken into 20 minute modules. Many classes are either 40 or 60 minutes in length. However, we do have some classes that run for one hour and 40 minutes. Based on the principle of individualized progress and non-competition, students receive report cards which reflect the letter grade "M" (for mastery of the subject) or "R" (retained for reinforcement). The school year is organized into 5 mini-terms or cycles with an optional summer cycle in addition. This cyclical organization, combined with our independent study program which enables students to take out learning packets and receive course credit upon evaluation of their accomplishments in the course, enables students to accelerate if they wish."

BUILD Academy
342 Clinton Street
Buffalo, New York 14204
Johnnie M. Mayo, Chief Officer
716/852-3033

Now in its fifth year, BUILD Academy was jointly founded by Buffalo's board of education and the State University College for teachers at Buffalo. It is a public elementary school for students from kindergarten to 7th grade. Students in the school are selected by lottery from the whole city and a majority are black.

260 boys and 275 girls attend the school. The staff is composed of 27 full-time, certified teachers, 2 part-time, certified teachers, and one part-time, non-certified teacher. In addition, the school has 24 full-time,classroom aides and one full-time,librarian aide. The school is informal with a flexible schedule, and is housed in a public school building with equipment provided by the board of education. All funding comes from the local board of education.

Individualization of instruction in an informal open setting is stressed throughout the school. The school lists as its goals "to continue our efforts to improve the reading achievement of students at all levels, to further improve and develop the contents of the interest centers in each classroom, to provide in-service training for the staff in an effort to further develop the behavior modification techniques and to continue to promote the involvement of parents and community members through active pursual of such participation."

LIFE - Learning In a Free Environment
Lawrence High School
Cedarhurst, New York 11516
Stephane Ethe, Teacher-Coordinator
516/295-2700

"Life" is an alternative mini-school for juniors and seniors, within the greater structure of Lawrence Public High School. "Basic courses in the school are taken within the confines of the alternate program," now in its second year and originally founded by the central administration and the board of education.

Twenty boys and 30 girls take part in the program, staffed by 3 certified teachers on a part time basis. The program is housed in a former shop in the high school, and funding for the moderately structured, flexible alternative comes from the school's regular budget.

Most of the students in the program are highly motivated, bright, and desire a less rigid structure and curriculum than in regular classes, though some students chose the program as "the easy way to a diploma ... (but) they don't make it." In the future, it is hoped that there will be "more structure relative to admission standards."

Cumberland Central High School
Senior Alternative Experience
Cumberland Center, New York 12085
Robert E. Drake, Coordinator
861-8591 Ext. 21

The Senior Alternative Experience is a program within Cumberland Center's public high school designed a year ago by students and teachers to allow 12th graders "who want and could handle it, almost complete independence. It is a chance for the student to try out his interests and to make a few mistakes; it is a "school without walls."

Nine boys and 22 girls are in the program staffed at the high school by one full-time, certified teacher and 2 part-time, certified teachers. The program has a mixed structure, a flexible schedule and uses the parent school as only one resource in the community. All funding comes from the public school district.

"Our students can earn credit by going out and working in the community, doing independent study projects, taking mini-courses, attending a college or other institution, etc." The goals of the program are to help the student choose a career, increase his independence, learn in an environment that is goal, not grade oriented, and to "give the student an opportunity to try the things he is interested in and to be able to make mistakes and not be penalized by them."

Farmingdale Senior High School
Informal School
Lincoln & Intervale Avenue
Farmingdale, New York 11735
Dorothy C. Silverman, Coordinator
516/692-6130

The Informal School is an alternative within Farmingdale Senior High School for juniors and seniors who are "dissatisfied with traditional high school patterns." Now in its third year, the program was devised by teachers and students; it is "an academic school, not a so-called 'free school.' "

Forty-nine boys and 53 girls take part in the program staffed by three full time, certified teachers and 4 part time, certified teachers. Operating on a flexible schedule with moderate structure, the Informal School meets in 3 large rooms in the public high school. Funds come from the local school district and fund raising.

The Informal School demands more responsibility from its students than would be expected in the regular school. Courses offered by teachers include Regents courses in English, American History, mathematics, chemistry, physics, French, and Spanish. Though a student may choose to be graded conventionally or satisfactory/unsatisfactory, all students are given a final numerical grade in order to compute class rank.

John Bowne Prep
Johne Bowne High School
63-25 Main Street
Flushing, New York 11367
Helen Kiok, Coordinator
212/263-1919

John Bowne Prep is a mini-school for "chronic failures and truants" within John Bowne Public High School. Started 3 years ago, the program was founded by the high school principal.

Fifty boys and 36 girls are in the mini-school staffed by 6 full-time, certified teachers and 4 Queens College students who serve as instructors. Housed in the parent school, the program is moderately structured with a flexible schedule. Funds come from the local board of education, and through Federal support for the reading program.

Flexibility is the key note of John Bowne Prep: "A student may take as many subjects as he or she feels able to handle. A student may progress at his or her own pace." The hours are flexible, to allow for employment opportunities. The goals of the program are "to motivate the students toward skill improvement and to help the student improve his own self-image by reducing the failure syndrome."

Great Neck South Senior High School
School-Within-A-School
341 Lakeville Road
Great Neck, New York
Arlette Sanders, English Teacher
516/482-8650

The School-Within-A-School is Great Neck South Senior High School's alternative to its traditional high school program. Now completing its first year of operation, the School was started by administrators, teachers, students, and parents.

Forty-four boys and 55 girls participate in the program, staffed by 8 certified teachers on a part time basis and one part-time, non-certified, volunteer teacher. The school has an informal program and a flexible schedule, is housed in the parent high school, and is funded from the public school district's high school budget.

The program was student initiated, and students set up course requirements, curriculum offerings, and grading options , disbanding courses if they find them unsuccessful. Students also review attendance and grading procedures when necessary. All students operate from a "home base" to give them a sense of the wider community, and operate a student governing board. The S-W-A-S says its philosophy is "to have students pursue their interests in their own manner."

North Senior High School
The Community School
35 Polo Road
Great Neck, New York 11023
Ruth Rosenstein, Director
516/482-8650 Ext. 559

The Community School operates as a School-Within-A-School in Great Neck's public high school, North Senior High. Now in its third year, the school was started by administration, parents,and students.

Sixty-two boys and 63 girls from 10th through 12th grades take part in The Community School staffed by 5 full-time, certified teachers, 8 part-time, certified teachers, one certified, part time, volunteer teacher, and 5 part-time, non-certified volunteer teachers. Additionally, 5 students serve as instructors on a part-time basis. Operating with mixed structure on a flexible schedule, the program is housed in the parent high school and funded by the local school district.

The Community School is "based upon the concept that different students learn in different ways." Students share in the planning and management of their own education. There is major involvement in the community through service, and use of resources and institutions. In addition, speakers from the community come into the school frequently.

Woodlands High School
475 West Hartsdale Avenue
Hartsdale, New York 10530
Colin Bentley, Principal
914/761-6000

As an alternative feature for its second semester senior year program, Woodlands High School offers a community based option, involving research, service,or internship. The program aims "to provide an experience for seniors that would get them involved in the real world and spend the spring semester in a useful way - to overcome senior slump."

Currently 63 boys and 55 girls, about one-half of the seniors, are involved in the program, staffed by 2 full time, certified teachers and 5 part-time, certified teachers. Fifteen other people in the community assist on a part time basis. The informal flexibly scheduled program is funded by the local school district.

Whatever community activity or research project is chosen, all participants have weekly meetings with the teaching staff. They turn in progress reports, and eventually prepare an evaluation to present to a teacher-student-parent committee.

Alternative Education Program
James R. Sperry High School
1799 Lehigh Station Road
Henrietta, New York 14467
Charles Hetzell and Nancy Kleintop, Faculty Facilitators
334-5440 Ext. 322

The Alternative Education Program is a non-graded, community-based, school-within-a-school for 10th - 12th grade students at the James R. Sperry High School. Now completing over a year of operation, the program was instituted by students and teachers working with administrators and the board of education.

Eighteen boys and 18 girls participate in the program staffed by two full-time, certified teachers and 10 full time, non-certified, volunteer teachers. Operating with mixed structure and a flexible schedule, the program uses one classroom and an office in the high school. The program is funded by local district monies.

East Hill School
116 No. Quarry Street
Ithaca, New York 14850
Don Lee, Principal
607/274-2229

The East Hill School is a public elementary school for students from kindergarten to grade 6. In existence for 4 years, it was founded by the board of education, teachers, and parents.

Eighty-five boys and 75 girls attend the school. Staff is composed of 7 full-time, certified teachers, one part time, certified teacher, one non-certified, full-time teacher and 4 part-time, non-certified teachers, one a volunteer. In addition 10 students serve as instructors on a part-time basis.

The school is informal, operates on a flexible schedule, and is housed in a building owned by the local district. All funds come from the local district.

Community School/Herricks Senior High School
Shelter Rack Road
New Hyde Park, New York
Peter B. Lawrence, Principal
516/744-7800

The Community School at Herrick High is a part of the public school system. It offers its students, ages 15 to 18, and in grades 10 through 12, an opportunity to work in an alternate learning environment. A day program, it has been in existence for the last two years. It was originally founded through the energies of a great many people including the board of education, the central administration, its director, principal of the high school, teachers, students, and parents.

Currently the Community School enrolls 37 males and 48 females who work with 7 certified teachers, 3 of whom are part time, 12 part time, non-certified staff, and 10 student instructors. The school's atmosphere is free with activities flexibly scheduled. Learning can be initiated by teachers, aides, tutors and students. Both the building and its equipment are owned by the district.

Program for Inquiry, Involvement and Independent Study
New Rochelle High School
New Rochelle, New York 10801
Donald Baughman, Teacher Coordinator
914/632-9000 Ext. 473

The Program for Inquiry, Involvement and Independent study operates as a "school-within-a-school" in New Rochelle's public high school, serving 150 10th to 12th graders who wished an alternative to the school's traditional structure. The program was started by the board of education and teachers in the school.

Sixty-five boys and 85 girls take part in the program, taught by 7 full time, certified teachers, and in some cases by the students themselves. The school has a mixed structure, and a variable schedule. The program is housed in New Rochelle High School, and all funds come from the school's regular budget.

The school aims at a "community of learning", and staff and students devise together goals, courses, directions, conduct, etc. trying to meet the community's needs. No grades are given, but "accountability is very important to us."

Auxiliary Services for the High Schools
198 Forsyth Street
New York, New York 10002
Seymour Weissman, Project Coordinator
Julian O. Washington, Assistant Project Coordinator
212/673-8254

The Auxiliary Service High School Program, operating in 8 afternoon and evening centers and four day centers in New York City, caters to the needs of over 10,000 New Yorkers 16 years old and up, who, for a variety of reasons - social, economic, psychological - could not graduate from the traditional four year high school. Students include drop-outs, non-readers, students on suspension, veterans, rehabilitated drug addicts, returnees from various institutions, truants, students with financial problems, or even the elderly. "The major interests of the students attending the program is to get another opportunity to learn how to read and write, do arithmetic, solve their personal problems, get a high school credential or a job,and to be recognized as individuals who are productive members of society." The program, in its sixth year, was instituted by the board of education's Dr. Harvey Scribner, Dr. Jacob Zack, and Mr. Seymour Weissman, founder of the Program, with the active support of the State Education Department.

The program's unique structure currently serves 6,372 men and 4,548 women. The program is associated with the public schools closest to each center for the purpose of reporting attendance, but caters to 8 high schools where the student is not discharged, and has 500 students from 80 other city high schools. The staff for the program includes 45 full-time, certified teachers, 80 part-time, certified teachers, 3 non-certified, full-time teachers, 30 full-time counselors and 10 part time counselors, 96 students serving as full-time instructors, 9 additional full-time and 10 part time people. Monies come from the state, in a very limited way from the board of education, and from the Federal government through Title 7. In addition, some personnel are paid by other programs such as Neighborhood Youth Corp., Urban Corp., Welfare Program, Pe.P., and University Practicums. Though the atmosphere of the program is informal, for each student there is a highly structured, individualized, proceed - at - your - own speed program. All of the centers operate in board of education owned or leased buildings.

The program has "voluntary attendance, no bell schedules, all instruction goal related, immediate supportive services, students make progress and achieve in relation to their own ability, immediate awareness of success by student as opposed to waiting for grading by teacher, no failures, open-ended instruction, no time limitations on either student or subject, selection of teacher on ability to relate to students, informal and open-ended, constant follow-up and flexibility of instruction for each individual student." Emphasis is put on operating each center as a small, cohesive, intimate operation.

Haaren High School/Mini School Complex
899 Tenth Avenue
New York, New York
Bernard V. Deutchman, Principal
212/265-4160

The Haaren High School Mini School Complex is a decentralized organization serving the entire school population of 2,300 young people ages 13 to 19. In existence for the past 2 years, the complex is designed to better meet the needs of disadvantaged students, primarily black and Spanish young men, who have been assigned to Haaren from all parts of the city. Those most responsible for the founding of the school were the central administration, the teachers, and the students.

149 certified instructors plus 36 other staff members are employed at the school, which operates on a fixed daily schedule that is said to be moderately structured. Both the building and its equipment are owned by the school district. Financial support comes from Title I Federal money, Title III State funds which provided the Professional Services Center in 1972, from New York Foundation and urban coalition aid, and from board of education funds which provide for staff. Haaren High School's new curriculum is interdisciplinary, although each unit operates autonomously. Each of the dozen 135 pupil mini-schools focuses on a central theme or disability: vocational education, college preparation, English as a Second Language, or reading retardation. Each mini-school functions under the administration and supervision of an assistant principal; a teacher coordinator manages daily activities; a grade advisor helps plan programs and helps students with learning problems; and a street worker serves as liaison with the community. "The mini-school is a positive educational setting in which the student who is accustomed to failure may succeed and achieve his true potential."

The Harlem Preparatory School, Inc.
2535 Eighth Avenue
New York, New York 10030
Edward F. Carpenter, Headmaster
212/234-2349

Harlem Prep is an independent day school to identify dropouts between the ages of 15 and 21 who are desirous of completing high school and going to college. It has been open for 6 years and was founded by its director.

The non-graded program is attended by 290 young men and 188 young women. Staff includes 3 full time, certified persons, 20 non-certified teachers, 4 of whom are part time, and 23 non-certified volunteers. The learning environment is informal, has a fixed daily schedule, and utilizes ideas from teachers, other adults, tutors and students. The school is housed in a building which it owns. Financing comes from private foundations and through fund raising. It also has a Bingo license secured by the Parents Association. No tuition is charged the student.

The school is committed to reclaiming dropouts from traditional high school environment, preparing them for college, and providing follow-up.

Atkinson School
220 Winton Road South
Rochester, New York 14610
Morley Schloss, Teacher
716/271-5080 or 244-1214

The Atkinson School is a private, non-graded, elementary school for children from ages 5 to 12. Now in its fourth year, the school was founded by its teachers. The school's goal is "to have a balance of Rochester's racial and income composition, a balance of boys and girls and age groups."

Twenty-one boys and 21 girls attend the school. The staff is composed of 3 full time, certified teachers, 2 full time, non-certified teachers, one part-time, non-certified teacher, one full-time non-certified, volunteer teacher and 2 part time, non-certified volunteer teachers, 2 students serve as instructors on a part time basis. The school has a free atmosphere, with a flexible schedule and is housed in a rented building. All funds come from tuition and fund raising, and, in keeping with the school's stated aim of socio-economic balance, the tuition is on a sliding scale based on need, ranging from $300-$1,500 a year.

Students at the school choose freely from a wide variety of interest areas and activities. The staff-student ratio is 1:6. Among its many goals, the Atkinson School aims "to have kids responsible for their own lives . . . to have kids feel that they are competent, zestful, beautiful people."

School Without Walls
4 Elton Street
Rochester, New York 14607
Lewis M. Marks, Project Supervisor
716/271-4010

The School Without Walls, now in its third year, is an independent public high school in that a student's graduation from the school is certified by a local public high school. Now in its second year, the school was started by the director, teachers, students, and parents.

104 boys and 71 girls take part in the school staffed by 9 full-time, certified teachers. The heart of the program, however, is executed by 75 part time, non-certified, volunteer "teachers" within the city. In addition, 5 students act as instructors on a part-time basis. The school has a free atmosphere, with a flexible schedule, and rents its building. Funds come from the local board of education.

World of Inquiry
46 Moran Street
Rochester, New York 14611
William C. Pugh, Program Administrator
716/464-9370

A non-graded, public, elementary school, the World of Inquiry was started 7 years ago by the board of education and the central administration. Students range from kindergarten to sixth grade level.

137 boys and 138 girls attend the moderately structured school. Sixteen full-time, certified teachers, one part time, certified teacher, and 2 other full time people comprise the staff. The school is housed in local district buildings, while funding comes both from the local district and ESEA funds.

The school's major problem is "stabilization of existence."

Roslyn High School
Roslyn Heights, New York 11577
Robert Canosa, Principal
516/621-4900

Roslyn High School's alternative program is new this year and was initiated through the efforts of the teachers, students, and the principal. It currently enrolls 23 males and 29 females, ages 16 to 18, in 11th and 12th grades. Personnel include one full-time, certified person and six part-time, certified teachers.

The activities of the program are scheduled flexibly with the help of teachers, administrators, and students in a learning environment that is described as a combination of free and structured. District funding provides the financial assistance for the program.

School-Within-A-School
Ramapo Senior High School
400 Viola Road
Spring Valley, New York 10977
Ira A. Reisner, Assistant Principal
914/356-4100 Ext. 342

The School-Within-A-School is an optional program within Ramapo High School, designed to serve juniors and seniors who wish to direct and evaluate their own educational programs. SWAS is now in its second year, having been started as a joint venture by students, parents, faculty, and administration of the local public school district.

Thirty-one boys, 49 girls, 2 full time, certified teachers, and one part-time, certified teacher comprise SWAS, assisted by 20 part-time, certified, volunteer teachers and 4 part-time, non-certified, volunteer teachers. The program is housed within the regular high school, and funding is from the local school district. SWAS operates with a fixed daily schedule and a moderately structured program.

Students propose and organize courses, locate resource people, and teach courses to other students. No grades are given, but evaluation is made by teachers and students writing qualitative assessments of work done in each course or project. Students and faculty are a heterogeneous group - - - "if there is any similarity between people in SWAS, it would seem to be that all of them are interested in becoming more able to choose for themselves."

Syracuse City School District
Occupational Learning Center Program
717 South Warren Street
Syracuse, New York 13202
Vincent F. Brennan, Supervisor, Special Needs & Work Study Program
315/476-1068

Syracuse's Occupational Learning Center was started in 1970 as part of the city's public school program for high school students. Serving students who range in age from 15 to 30, the program covers conventional grades 9-12; referrals to the school are on the basis of low achievement, negative self-concept, apathetic or violent behavior, or assessment as potential dropouts. The program aims at providing "a school program directly related to the realities of everyday life."

Currently 90 boys and 45 girls are enrolled in the program which is staffed by 11 full time, certified teachers and one part time, certified teacher. The program is informal, with a flexible schedule, and is housed in both rented and district owned buildings. All funding comes from the local school district.

Goals of the program are that 1) "Each student will have a specific skill which he can apply in the world of work or further education, 2) Each student will have a minimum level of competency in the basic skills of reading, communication, and computation, 3) Each student will have a basic background of knowledge about the world in which he lives and, 4) Each student will have developed a mature decision-making process."

SAFE - West Hempstead High School
400 Nassau Boulevard
West Hempstead, New York 11552
Paul Rappaport, Principal
516/483-7363

SAFE is a mini-school established two years ago within West Hempstead Public High School. The purpose behind SAFE, which has a heterogeneous mixture of 10-12 graders, was to "meet the academic and emotional needs of the growing number of students whose sense of alienation, and disenchantment with the traditional program was becoming a barrier to educational progress." The school evolved as a joint effort between students, parents, teachers, and administrators.

Fifty-six boys and 31 girls attend the mini-school, staffed by 4 full-time, certified teachers, one administrator, and 3 student instructors, 2 full-time. The school's program is informal, on a flexible schedule, and is housed in the district owned school, with all funding from the local district.

The school's participants all work together to democratically determine all school policy - - curriculum grading, scheduling, rules and regulations, etc. The faculty teach all traditional basic subject areas as well as several electives, while other elective courses, such as yoga, photography, and the occult are taught by students. The stated aim of the mini-school is "to have students and faculty working together as equals to educate themselves and each other."

Community School
250 Bryant Avenue
White Plains, New York 10605
John P. Garcia, Director
914/946-9644

The Community School, a part of the public school system of White Plains, New York offers eclectic academic and non-academic courses leading to a diploma for students in grades 8 through 12. A day school, it is currently in its third year of operation. Responsible for the school's founding were the board of education, the central district administrator, the director, teachers, and students.

Attending the school are 52 males and 63 females, aged 13 to 19 years. There are 7 paid teachers, 4 full time and one part-time, who are certified, and 2 part-time, non-certified. Working with the paid staff are 6 part-time volunteers, 50 non-certified, part-time, volunteers and 5 additional staff persons. The school's learning environment is described as flexible and moderately structured with input from teachers, other adults, and students. Students are encouraged to maintain responsibility for the overall program.

The Community School is housed in classroom facilities at the Memorial Methodist Church which contributed the building. Equipment for the program is owned. Financial support comes through state assistance, fund-raising, and district funds. Additional contributions of equipment and materials have come from the community.

The Community School's unique feature is that it offers courses at different locations. Students can attend the regular high school, the junior high, any one of neighboring colleges as well as courses at hospitals, professional offices, businesses, and social service agencies. Emphasis is on providing a more effective program for students who were not functioning in the large, traditional, secondary school environment.

PENNSYLVANIA

Hopewell Area School District
Independent Study
1215 Longoue Avenue
Aliquippa, Pennsylvania 15001
Steve J. Malik, Assistant Superintendent
412/378-2102

Independent Study in the Hopewell Area Public School District is a program for highly gifted juniors and seniors. Inaugurated by the superintendent's office, the state-funded program is offered in six areas: English, French, social studies, math, chemistry and biology.

14 boys and 14 girls are currently taking part in the program, directed by a full time, certified master teacher in each of the 6 disciplines. Expenses are met through state and local funding.

Students who are selected for the program are described as "those students whose potential intellect is at such a high ideational level in both productive and evaluative thinking that it can be reasonably assumed they could be the future problem solvers, innovators, and evaluators of the culture, if adequate educational experiences are provided." Students selected are generally of "IQ of 130 and above, or less with special consideration." Formal structures for each student are minimal, but it is assumed that students selected are mature, talented in a specific area, and that all resources of the Pittsburgh area will be available to them.

Penn-Mont Academy
2733 Sixth Avenue
Altoona, Pennsylvania 16602
Alene Wolf, Co-Founder-Board Member
814/942-2721

Penn-Mont Academy is an independent Montessori School for children from ages 2 to 5. The school was founded by Altoona parents, and has been in existence for 12 years.

29 boys and 23 girls are enrolled in the school which has two half day sessions. Two full time certified teachers and two additional full time staff members operate the school. Expenses are met through tuition and fund raising. Tuition is $500 a year, with 8 full and four half scholarships offered annually. The school owns its own building and equipment, and operates with a moderately structured program and no planned schedule.

Students come from upper middle class income families primarily, but scholarships widen the socio-economic range of students. The school stresses the philosophy of Maria Montessori, focusing on practical life exercises, sensorial apparatus, and academic materials.

Wissahickon Senior High School
Alternative Class
Ambler, Pennsylvania
Al Jacobs, Director of Secondary Education
215/646-9306

A non-graded alternative for 12 high school students "who are not generally discipline problems but who are generally turned off to the regular school program;" this class is a part of the Ambler Public School's Wissahickon Senior High School. In its second year of operation, the class was developed from the school's "old In-School Suspension Class."

One full time, certified teacher works with the twelve students in an informal class with a fixed daily schedule. All costs are covered by the local school district.

The class aims "to attempt to reawaken interest in self-education through success experiences." Students are drawn out of regular classes for all but the first two periods of the day. The curriculum features group and individual work on government, the environment, etc. Considerable attention is given to affective education and valuing.

The Concept School
Box 71
Concordville, Pennsylvania 19331
Mrs. John Tucker, Director
215/459-1822

An independent alternative school with a maximum of 30 students, the Concept School has three divisions of students, each non-graded, and accepts students from conventional grades 1 through 12. The day school has been in operation for 2 years and was founded after joint discussion by the director, teachers, and parents.

Twelve boys and 12 girls are currently in the school, staffed by 3 full-time and 5 part-time, certified teachers and 2 non-certified, part-time teachers. The school's building is rented, and funding comes from tuition, fund raising, and private foundation aid. Tuition is $1,200 a year, and 4 scholarships currently exist.

"At the Concept School emphasis is placed on learning how to learn and how to express what has been learned." The program is moderately structured, and each division, at a maximum of 10 students, functions separately, or in concert with all units as during physical education. "Although not a church school, the Concept School attempts to actualize the religious ideal of deep respect for the sanctity of each individual through its effort to educate the whole person."

The Walden School, Inc.
State Road and Township Line
Drexel Hill, Pennsylvania 19026
Mary C. LeFever, Director
215/789-1770

The Walden School is an independent Montessori day school for students from 2-1/2 years old to 9 years old. Though the school is non-graded, present projections are to add additional "grades" yearly until students up to 12 years old are included. Founded by the director and staff members, the school is in its sixth year.

Twenty-five boys and 27 girls attend full day classes, while 30 boys and 37 girls attend half-day sessions. The staff of the mixed structure school is composed of 3 full-time Montessori certified teachers, and 2 part-time Montessori certified teachers. There are 2 non-certified, part-time assistants, 2 part-time aides, and 1 other part time staff member. The school's building is rented, and all financing is through tuition at the rate of $400.00 a year for half day attendance and $580.00 a year for full day. Nine students are on half-scholarships.

Following the Montessori approach of a child-oriented rather than a teacher dominated school, The Walden School's teachers prepare the environment, set the ground rules along with the children, and permit the children "the freedom to move about and choose their own activity." The goals of the school are closely linked to the basic tenets of Maria Montessori's educational philosophy.

McDowell Senior High School
Career Associated Research Experience (CARE)
3580 West 38th Street
Erie, Pennsylvania 16506
Gino Carlotti, Counselor
814/833-1101 or
David Nawrocki, Co-ordinator of Career Study
814/838-9611

Now in its first year of operation, CARE is a program to allow college bound juniors and seniors in the public high school to leave school for a period of 3 weeks to observe "two career stations of the student's choosing" and to visit two local colleges. To permit a constant flow of students, CARE students are assigned to a core of teachers who teach only CARE students and do so on a non-traditional basis. Founded by the board of education, it is contemplated that the voluntary option may be expanded to include non-college bound students in the future.

50 boys and 50 girls are in the pilot program; staffing is by four, full-time, certified teachers, 2 student teachers, and one other full time and two part-time staff members. All funding is from the local school budget.

Future decisions on the program may include consideration of fine arts, commercial, and technical CARE programs for the non-college bound. Ideally the overall program will increase possibilities of career investigation, provide students with a curriculum that focuses on the relationship between academic preparation and career selection, expand independent learning experiences and will allow students and teachers more flexibility in using the resources of school and community.

Greenville Senior High School
Senior Project
Donation Road
Greenville, Pennsylvania 16125
Carl A. Scott, Principal
412/588-2500

As an option for selected seniors in Greenville Senior High School, the Senior Project was instituted reflecting a philosophy that "senior year in high school is a time when some students are ready for studies and experiences which will enable them to experiment with ideas and to work and study in-depth in humanistic and scientific fields." Depending on the project a senior has in mind, students are released up to half a day of regular scheduling each day in order to go to their independent study, work or service projects. The program has been running three years, having been instituted by the high school principal.

Nine boys and 26 girls have currently opted for the program, staffed by 12 certified and 3 non-certified, part time teachers. Some aspects of the mixed structure program take place in the school, others in the community. Any funding is part of the regular school budget.

Students electing the senior project are directed by the principal, a faculty sponsor, and a project sponsor; projects are a year long and a contract must be completed by the student and approved before the project can be scheduled. Minimal conditions include the notion that the project "has to promise a worthwhile learning experience," that a written report is one of the end products, that a student meet with his or her coordinator once a week, and that all work in regular classes must be of high quality and up to date.

Allgates
Haverford Township Senior High School
Mill Road
Havertown, Pennsylvania 19083
Walter J. Hall, Jr., High School Principal
215/446-4570

Stressing an inter-disciplinary approach, an emphasis on student responsibility, and flexibility in time and group size, Allgates is a 130 student learning community which is separate from, but part of, Haverford Township Senior High School. Located on estate grounds two miles from the main school, Allgates has been in operation two years, having been founded at the recommendation of the high school administrative staff.

45 boys and 85 girls are currently enrolled in Allgates; 4 full-time, certified teachers, and 4 part-time, certified teachers staff the program, along with one part-time non-certified teacher and an additional full-time staff member. Teachers and students alike initiate learning in the moderately structured program for 11th and 12th graders. The local school district owns the Allgates property, and funding of Allgates is an integral part of the high school budget.

Students volunteer for the program, and the student population represents varied backgrounds; nearly all students, however, are interested in a non-traditional approach to education and are highly innovative. Not all students are college bound. A unique physical education program stresses lifetime activities. Daily schedule changes reflect the community needs -- whether it be changes to allow guest lectures or individual projects in local or city situations. Students are permitted to take elective courses at the high school in the first or second period of the day, before the Allgates program begins.

Hatboro-Horsham Senior High School
Community Based Program
227 Meeting House Road
Horsham, Pennsylvania 19044
Terry F. Beck, Counselor-Coordinator
215/672-1222

To give high school students a chance to explore a prospective career, as part of its regular high school program, Hatboro-Horsham Senior High School instituted its Community Based Program for 11th and 12th graders. Funded through the regular public school budget, the "community electives" program has been running for 7 years. The idea of providing such alternatives was conceived of by the school administration.

Currently, 25 boys and 15 girls take part in the program. Students may choose either a work-study elective, a career experience elective, or a social experience elective. The learning which takes place "arises out of the uniqueness generated by the experience the student has at his particular work site."

Students usually choose a semester long elective, those choosing the work-study elective usually planning to enter a full-time job upon high school graduation. Those who choose the career experience elective are interested in exploring a career area or gaining experience in an area before making a commitment to pursue that career. Students choosing the social experience elective are interested in helping in some community agency as well as thinking of social work as a career. In the future, the school hopes to expand the opportunities in the community, and to "build a more flexible arrangement in which more students can participate in these electives by spending as much time in the community as is appropriate to their particular needs."

Karns City Area High School
Supervised Correspondence Study
Karns City, Pennsylvania 16041
Charles Hillard, Principal
412/756-2030

To provide enrichment to their normal high school curriculum, the Karns City Area High School devised a supervised correspondence study program, utilizing University of Nebrasks courses ranging from animal husbandry to mechanical drawing to conservation of natural resources. Students from grades 10-12 can take up to two courses a year, receiving on successful completion of the course one-half unit of carnegie credit. The program, founded through the joint efforts of the board of education, the high school principal, and the school superintendent, has been in operation for 17 years.

At present, 56 boys and 28 girls take part in the program. One certified teacher spends half his time each day meeting sections of the correspondence courses, helping students individually with their work, allowing them to progress at their own speed. The school board will pay for one course a year for each student, though a student can underwrite his own expenses for an additional course each year if he wishes. If, at any time, a student fails or drops a course purchased for him by the school, the school will purchase no additional courses unless, at his own expense, the student re-registers and successfully completes the course; exceptions are made in extenuating circumstances.

Over 15 per cent of the student body annually have taken advantage of the unique curriculum expanding device. Some 27 different courses have been offered, though the list changes frequently as popularity of a course sometimes means its addition as a regular staple to the local high school curriculum.

Upper Merion Area Senior High School
Alternative Educational/Vocational Programs
435 Crossfield Road
King of Prussia, Pennsylvania 19406
C. Scott Overdorf, Assistant Principal
215/265-1500 Ext. 63

As part of its regular public high school program for students in grades 10-12, Upper Merion Area Senior High School provides a number of alternative programs ranging from independent study, work experience for a medical aide program to attending college as a freshman, while still in the senior year of high school. Flexibility is the keynote of the programs and adjustments are made to satisfy the individual needs of students from all backgrounds, whether vocational or academic. The program, instituted by the high school administration, has been operating for 4 years.

Seven certified teachers work with the program part-time, with the assistance of 4 other part-time staff members. While school facilities are used in some cases, students go out into the community, utilizing facilities there. The local school district funds the program, but in some cases students may incur some expenses.

The idea behind the varied approaches is to provide each student with a program that will "take into consideration all aspects of his education." Individual differences are taken into account, and then the attempt is made to provide each student with "an academic/work opportunity that complements these individual differences."

J.P. McCaskey High School
Community Involvement Program
Lancaster, Pennsylvania 17602
Robert C. Wheeling
Community Involvement Coordinator
727/393-5871

Believing that a school has an obligation to provide students with the greatest possible diversity of experience, McCaskey Public High School launched its Community Involvement Program 2 years ago with the aim of getting students into the city of Lancaster to serve, study, experience, and learn, to test their classroom concepts in the community. Inaugurated by the director and high school administrators, students from 10th to 12th grades take part in the varied aspects of the program.

Over 400 students were expected to take part in 1973 74, while 89 boys and 111 girls took part in 1972 73. 4 certified teachers and one staff member work with the program part-time, but the bulk of "teaching and advising" comes from people in the City of Lancaster, in all professions, who donate their services. Expenses of the program are met through state funding and local district funds.

Aspects of the program are varied, ranging from work with police, medical, and social agencies to "internships" in professional offices and career situations. Students receive credit for their work, in some cases write their own courses, may take part, as a result of their experiences, in class instruction, and evolve "grades" with area coordinators and community resource people. Behind the whole program is the idea that "the school must function as the medium that exposes the student to the people, problems, and life styles of the city."

The Children's Academy of the Bucks County Montessori Society, Inc.
Box 221, Woodbourne Road
Langhorne, Pennsylvania 19047
Marion Ragsdale, Administrator
215/757-7070 or 215/946-6393 (home)

The Children's Academy, an independent Montessori Nursery-Kindergarten School, is now in its sixth year, having been founded out of a study group of Bucks County parents interested in the educational approach of Maria Montessori.

Two full time, certified, Montessori teachers, one full time staff member and three part time, staff members direct the program. Twenty boys and 25 girls attend half-day sessions and one boy and 6 girls attend full time. Students range in age from two and a half years to six years old. The non-profit school owns its own building and finances operations through tuition and fund-raising. Tuition is $525.00 a year, half-day, and $775.00 a year, full day. There is one full tuition scholarship each year. The program has a mixed structure with a changing schedule.

"The Academy's comprehensive curriculum is built around 4 main elements of the Montessori method: practical life exercises, sensory training, language development and mathematics." Additional horizon-expanding activities, from art, nature, and science studies to physical exercise and horseback riding complement the basic curriculum. The Montessori approach stresses individual readiness for skills, and because Montessori "hardware" is self-correcting, the very young child has the satisfaction of "getting it right" by himself.

Open Learning Center
Greater Latrobe School District
P.O. Box 452
Latrobe, Pennsylvania 15650
Philip S. Boggio, Assistant to the Superintendent
412/539-9771

Growing out of a staff-developed philosophy of education for the public school district, the Open Learning Center is an informal, ungraded classroom approach for students from 7 to 9 years old. Federally funded through an ESEA Title III Grant the Center, in its first year of operation, stresses skill groups and achievement levels rather than traditional grade levels, with the teacher's role changing from "omnipotent authority to that of a facilitator."

Six full time, certified teachers and one full and one part time staff member direct the center. Seventy-seven boys and 63 girls, representing a cross section of all students in the district, take part in the center's program. The center's building is rented, and state and Federal grants supplement funds from the local school district.

The Center's program features team teaching, learning packets, and learning contracts with emphasis on diagnosing the individual student's strengths and weaknesses. Federal funding for the project comes through an effort "to retrain traditionally oriented teachers to work in open education schools."

Upattinas School
Box 345A, R.D. 1
Malvern, Pennsylvania 19355
Sandra Hurst, Director
215/933-4413 (home) and 215/933-7872 (school)

Upattinas is an independent "open community school" from the elementary level through high school. Now in its second year, "the school is small and personal and allows the students, parents, and teachers to work, learn, and experiment together." The school was started by parents in the area.

19 boys and 21 girls attend Upattinas. Four full-time, certified teachers, 1 part-time, certified teacher, 6 certified volunteer teachers and 3 students serving as instructors staff the school. The free school, operating on a changing schedule, rents its quarters and operates on tuition and fund raising. Tuition is $800.00 a year and 2 scholarships of $400.00 each are given annually.

Students are free to choose the curriculum, attend or not, and initiate and suggest activities. There are no grades, parents and students and teachers together make make major decisions. Teachers at Upattinas "believe in teaching kids - not subjects." Basic skills -- reading, writing, and math -- are stressed, and much work is done outside of school, "on field trips, using other sources such as municipal services, museums, peoples' homes."

Stayer Research and Learning Center
Open Education/Summer Happening
Millersville, Pennsylvania 17551
Robert J. Labriola, Director
717/872-5411 Ext. 652

A laboratory school program connected with the Stayer Research and Learning Center of Millersville State College, the Jenkins Center and Summer Happening are both dedicated to open education, flexible scheduling and curriculum, contract learning, and learning centers for students from 4 to 13 years old. The non-graded program has been operating for 4 years, having been planned and developed by the President, administrators, teachers, and students connected with the college.

100 boys and 100 girls are in the school; the staff is composed of 8 full-time, certified teachers, 8 full-time and 8 part-time volunteer, non-certified teachers and 8 students serving as full-time instructors. State aid, ESEA funds, and local board of education monies support the joint programs. The informal, flexibly scheduled school is housed in state owned buildings, though some equipment is rented.

Students come from a wide variety of backgrounds and major goals of the program are "to give students experience in open education, team teaching, non-gradedness, individualization, continuous progress, and unified media."

Pennridge High School
Open Space Business Education Research Program
Perkasie, Pennsylvania 18944
Natalie Nichols, Project Director
215/257-5011

Originally prompted by a shortage of space in their crowded public high school, the Pennridge High School Business Department moved their operations to a former factory near the school. Out of this necessity grew their program, now with federal assistance, which has attempted "to prove that open space learning environment and individualized instruction being so much more like the on-the-job environment," 10th - 12th graders hoping to enter the office-type job market will benefit from such a program. The program has been in operation for two years, having been founded by the local board of education.

The program now involves 231 girls and 3 boys; four full time, certified teachers and one full time aide plus three part time, certified teachers staff the program. The atmosphere of the program, housed in the school owned, re-designed facotory, is mixed: at some times structured and at other times informal. Federal funding as well as state aid to assist in curriculum and evaluation guidelines, have been given to the project. All other monies have come from the local district.

All students in the program are vocational business education students who anticipate acquiring beginning positions in local offices. Their unique curriculum takes advantage of such innovative ideas as chain and team teaching, electronic programmed teaching, and conference and small group instruction. Prospective employers in the community play an active role in advising the teaching staff in their research into open space business education.

John Bartram High School
School for Human Services
3723 Chestnut Street
Philadelphia, Pennsylvania 19104
Paul Adorno, Director
215/349-9202

The School for Human Services is an alternative annex to John Bartram High School. Its primary focus is on the human service field and is intended as a preparation for students expecting to take up careers as professionals or para-professionals in these occupations. A day program in its 3rd year, the SHS was originally founded by its director, teachers, and the Office of Affective Education, a project of the school district of Philadelphia which trains teachers to work with young people using an affective approach; i.e. processe education with emphasis on human concerns.

The 140 females and 70 males currently enrolled in the school are aged 15 to 18 and in 10th through 12th grades. The staff consists of 10 full-time, certified persons, 8 part-time, volunteer graduate students of Social Work, and one other full-time person. The school is housed in a rented basement of a church, owns its own equipment, and is financed by Federal, private foundation, and board of education funds as well as fund raising activities.

The philosophy of the school is that students learn best when both affective and cognitive domains are dealt with; in-class activities are relevant to students' lives, and teachers and students value and respect one another. The students who volunteer for the School for Human Services are from middle and working class families, and select the program because of an interest in social service work. Along with regular course work, students are offered a school work program which places them in a human service agency for one of their academic credits.

School District of Philadelphia
Comprehensive Services for School-Age Parents
Division of Pupil Personnel and Counseling
Parkway at 21st Street
Philadelphia, Pennsylvania 19103
Miriam F. Mednick, Coordinator
Comprehensive Services for School-Age Parents
215/448-3253

Now in its sixth year of operation as part of the Philadelphia School District's Comprehensive Services, the School-Age Parents program seeks to aid prospective school age mothers and fathers, to supply medical services to mothers-to-be, and to encourage mothers to continue their education during and after their pregnancies. Founded by the board of education, the program was begun by Miss Helen F. Faust, recently retired Director of the Division of Pupil Personnel and Counseling. Last year 451 girls were associated with the program. Fifteen full time, certified teachers, 3 part time, certified teachers, 8 non-certified, part-time, volunteer teachers, and 40 additional full time staff members run the informal, flexibly scheduled program. Funding comes from the local school district and the Title IV-A Social Security Act. Facilities to house the program are both owned and rented.

Through early counseling with pregnant school girls, a decision is made whether a girl wishes to continue classes at her regular school, take part in Continuing Education Classes, or in some cases leave school. Out of 922 interviews last year, 451 girls chose the Continuing Education classes. The flexible program combines regular school work with classes for mothers-to-be and counseling for school-age parents. Some measure of the success of the program lies in the fact that over 95% of the girls who have attended the Continuing Education Program have either returned to regular classes or have graduated from high school.

Conwell Middle Magnet School
Jasper & Clearfield Streets
Philadelphia, Pennsylvania 19134
Mildred T. Wilson, Principal
215/739-2026

Conwell Middle Magnet School is a public, non-graded school for students from age 10-14, drawing its students from all districts and socio-economic levels of the city of Philadelphia. Now in its seventh year, the school's program evolved from a neighborhood school through efforts by the board of education, superintendent's office, the principal, and teachers.

405 boys and 468 girls attend the school. The staff is composed of 41 full-time, certified teachers, 2 non-certified, full-time teachers, 6 part-time, certified, volunteer teachers, 12 non-certified, part-time, volunteer teachers, and 12 full-time and 8 part time staff members. The school is housed in district owned buildings, and funds come from the district and fund raising. The school operates in a moderately structured way, with flexible scheduling.

"We believe that while we are accountable for basic learnings becoming operative skills during these (middle school) years, the entry point for each student must be diligently sought so that he knows why he wants to learn certain skills at a certain time -- and we keep the score while he samples and finds out what is really important for him." Although the school has utilized such techniques as team teaching, open space classrooms, individualization, continuous progress, ungradedness, and the living curriculum, the basic philosophy of the school reflects an impatience with labels and stresses the evolution of programs to serve students' changing needs.

The Edison Project
Thomas A. Edison High School
8th Street and Lehigh Avenue
Philadelphia, Pennsylvania 19103
Albert I. Glassman, Principal
215/223-4400

The Edison Project is a five-year Dropout Prevention Demonstration Program for 250 high school students from Edison High School. Students in grades 10-12 are identified for the program "on the basis of a pattern of significant problems such as truancy, cutting, lateness, academic and grade failure, discipline and gang activity." The program, now in its third year, is funded under Title VIII of ESEA. The program was instigated by joint efforts of the superintendent, director, teachers, parents, and community leaders.

Thirty-eight staff direct the project: five administrators, 14 full time, certified teachers, 7 full time aides, 10 instructional para-professionals and 2 non-instructional para-professionals. The moderately structured program, housed in the Potter School, is jointly funded by ESEA and the Philadelphia School District.

Students are assigned to instructional teams of 25 students. "The approach being experimented with is a 'Core Curriculum' in which student interests are translated into an experiential unity of study emphasizing the major academic areas of English and reading, mathematics, science and social studies." The resources of the community are utilized. The morning is spent in basic math and reading skills, the afternoon is spent at learning sites in and out of the Project Center. The objectives of the program are four-fold: 1) Reduction of dropout rate, 2) Raising of average daily attendance, 3) Career development and 4) Improvement of basic skills.

The Mill Creek School
111 No. 49th Street
Philadelphia, Pennsylvania 19139
Stanley G. Diamond, Director
215/829-2267

The Mill Creek School, a private secondary school for students from 7th to 12th grades, was founded to service the needs of emotionally disturbed adolescents in the Institute of Pennsylvania Hospital. More recently, day students referred by a psychiatrist on the Institute staff have been added. The school, which has been in operation for 2 years, was founded by the clinical directors of the Adolescent Treatment Program of the Institute.

Twenty boys and 25 girls are currently enrolled in the school; 10 full time, certified teachers and one part-time, certified teacher staff the school, along with one full time staff member. Consultants from the hospital also assist with the program. Funding for the moderately structured program comes from $1,350. a year tuition, hospital funding for patient services, and state aid through Acts 194 and 195. The hospital owns the school building. A number of students who cannot afford tuition have arrangements whereby their tuition is reimbursed by their state department of education.

Small classes of six or seven students and independent study are characteristic of the school as are many aspects of what is normally considered "open education." Structure is supplied to those students and groups that demonstrate a need, but the "twofold goal with each student is to augment his or her educational skills and to provide a setting for the growth of self-esteem." The school does not use conventional grades or honors, and students play a large role in determining the curriculum, rules, design and staffing of the school. Most students are college bound but come to the school "because they are in a state of emotional distress, a fact which is often reflected in their reaction to previous schooling."

Parkway Program, School District of Philadelphia
Administrative Office, Room 308, Stevens School
13th and Spring Garden Streets
Philadelphia, Pennsylvania 19123
Robert C. Hutchins, Acting Director
215/627-3266

Founded in 1969, Philadelphia's Parkway Program has in only five years succeeded in becoming a classic model for the "school without walls." Most indicative of the truly free ranging nature of the program is that all 9th -12th grade Philadelphians who participate in the program are given free tokens to use the city's transportation system: a course in physical therapy might be given by someone connected with the university medical center while a cooking class might be in a home on the other side of the city and an auto mechanics course is at a garage in center city. The program is funded and founded by the Philadelphia School District, and students and staff come on a voluntary basis - because they want to. Learning is a 24 hour a day process for the program participants: students go where the action is, in a busy newspaper office at night, or in the art museum by day.

Currently, the Program operates in four separate units of about 200 students each; rather than expand units in size, new units are created. 40 full-time, certified teachers are in the program, assisted by volunteer work from 17 certified and 158 uncertified teachers. 12 students serve as instructors on a part-time basis and there are 17 other full-time staff members. The program has a full-time administrative office in an under-utilized school, but "houses" each of its four "communities" in rented quarters, the students going out to the city from the home base of the community. Most equipment is borrowed, or given to Parkway by the community. Though in initial planning stages the Ford Foundation aided the project, all expenses are now paid by the district.

Students, who come from throughout all areas of the city, volunteer for Parkway, and sometimes, because of the program's popularity, must be chosen by lottery. To quote the director, "Most seek an opportunity to learn to direct their own lives by making decisions and accepting the responsibility of following through on them." Assessment of students' work is non-competitive, ascribing "learning credit" for the highly diversified courses - nearly 200 available each quarter. Tutorials, with a teacher and university intern and 20 students, function as a unit for basic skills, planning, and evaluation. In the truest sense, Philadelphia has marshalled its resources, proving the validity of the concept of a "school without walls."

Pennsylvania Advancement School
Intensive Learning Center
5th and Luzerne
Philadelphia, Pennsylvania 19140
James H. Lytle, Director
215/226-0650

Part of the Philadelphia Public School System, The Pennsylvania Advancement School is non-graded, for students from kindergarten to age 14. Emphasis is on team teaching in an open space setting, with the use of computer systems to aid in developing math and reading skills. In operation for 7 years, the school was founded jointly by the board of education and the director.

540 boys and 520 girls attend the school which is staffed by 55 full-time, certified teachers, 80 full-time aides, and 7 part-time staff. The informal, flexibly scheduled program is funded by the local district and ESEA funds and is housed in a district owned building.

Thirteen separate teacher aide teams structure the program's three divisions: Lower House, with one team for kindergarten to second grade ages; Middle House, with one team for third and fourth grade ages; and eleven additional teams for older students. Within the Upper House structures, teams may be oriented with grades 5-7, 6-8 or 5-8, depending on the differing ways adolescents mature. Students are chosen for PAS on basic agreement of principal and parents that the student can best benefit from activity-centered instruction, small group classwork, and personalized instruction. Because the school district's computer programs are designed in PAS's building, the school has unique access to the computer in its overall program. Basic teams operate a core program of math, science, social studies, and English, with specialist teachers enriching the basic program.

The Philadelphia School
615 North Broad Street
Philadelphia, Pennsylvania 19123
Edward M. Resovsky, Director
215/928-1272

The Philadelphia School is a small, independent, non-graded school organized by center city parents for children from ages 4-1/2 to 8-1/2. Organized along the open classroom approach of British nursery schools, the school stresses cognitive and affective learning in both the city and country environment. The school was started in 1972.

Seventeen boys and 20 girls are in the school. Three full time teachers and one part-time, certified teacher along with one other full-time staff member run the school. Facilities for the school are rented. Tuition, fund raising, and a private foundation grant finance The Philadelphia School. Tuition is $1,200 a year, with five scholarships of $670 offered yearly.

The school utilizes a building in the Rittenhouse Square area as well as a 20 acre farm in Ambler, thus stressing two environments to explore. The school "recognizes that each child functions in three modes: 1) dependence, 2) independence, 3) interdependence," and encourages students "to learn as an individual."

Philadelphia Youth Development Day Treatment Center School
151 West Luzerne Street
Philadelphia, Pennsylvania 19140
Robert T. Bradley, Principal
215/617-4250 Ext. 73

The Day Treatment Center Program is open to Philadelphia youth aged 15-1/2 through 17, who are either referred to the center from the Court of Common Pleas, Family Division or from the school district of Philadelphia. Students who attend are judged delinquent by the court, placed on probation and assigned to the school as a condition of probation, or are sent by the school system as a result of being chronically truant in lieu of submission of a delinquency petition to the court. The program has been in existence for 7 years and was founded by the Pennsylvania Department of Public Welfare, Bureau of Youth Services and the board of education.

A non-graded program operating on a full year basis, the school presently enrolls 170 young men. Eleven full time, certified personnel serve the program which describes itself as being moderately structured and flexibly scheduled. The building the school is housed in, is owned by the Pennsylvania Department of Public Welfare with a major portion of the equipment owned by the school district. Funds to launch the program originally came from the Manpower and Training Programs, Division of the Bureau of Employment Security (MDTA). It is now financed through board of education sources with the assistance of the Pennsylvania Department of Public Welfare which provides transportation, food, medical services, recreation, personal counselling, and guidance for students.

The school enables young men in trouble with themselves and with the law, an opportunity for retraining and new outlooks. Programs are provided in all the academic and vocational areas; emphasis being given to functional skills and job preparation. Hopefully, with a highly personal, individualized approach the educational experiences which previously had proved so disastrous for these young people, will not be repeated once new more positive patterns can be established.

Penn Circle Community High School
122 South Whitfield
Pittsburgh, Pennsylvania 15206
David Zarembka, Director
412/361-1420 or 362-2210

Penn Circle Community High School, started in January, 1973, is an independent, ungraded high school accredited by the Catholic Diocese, but otherwise unaffiliated. Designed to motivate previous high school truants and dropouts, the school serves inner city ethnic youth who did poorly in large public high schools. The school was founded by the staff of the East End Cooperative Ministry, a social action agency developed by twenty-two churches.

Fifty-two boys and 50 girls are currently in the school, staffed by six full-time, certified teachers, one full time, non-certified teacher, and 10 non-certified, part-time, volunteer teachers. Most of the volunteer teachers are from VISTA, and three students serve as instructors. Funds to support the school come from church donations, and VISTA's assistance with volunteer teachers makes the informal program functional. The school has been housed in the East Liberty YMCA building, but new quarters are sought.

The school has developed a student-teacher initiated curriculum, focusing on four week mini-courses. The curriculum is non-graded, and no grades are given in the courses which are set up on a contract basis. Consensus decision making is stressed and few textbooks are used. Individualized basic skills work is emphasized in tutorials, and students and teachers evaluate progress in written reports at three week intervals. Community interaction is important in the Penn Center program, which hopes eventually to be taken over by the Pittsburgh Board of Public Education.

Pittsburgh Academy
212 - Ninth Street
Pittsburgh, Pennsylvania 15222
Harvey M. Lacey, Director
412/391-1543

The Pittsburgh Academy, though in its 91st year, has committed itself in the last four years to a program of open education. An independent co-educational day school, the Academy accepts students in grades 9-12. The new program was instigated by the school's director.

The thirty-five boys and 21 girls are taught by six full-time, certified teachers and two part-time, certified teachers. Learning in the moderately structured program is initiated by the students and teachers equally. The school rents its building and raises all money from tuition, at the rate of $1,800. per school year. Twelve scholarships, at an average of $700 , are awarded annually.

The Academy is committed to open space education, and about 87 per cent of the students are college bound. The school draws students from a broad range of social and economic levels, but all students are highly motivated. "The student who does not care to learn cannot last long at our school." Students teach each other, and all are encouraged to participate in the school's work-study program, either for pay or on a voluntary basis. Course content is flexible but seventeen class units are required for graduation, 12 of them -- four years of English, two each of math, and science, three of social studies, and one of health and physical education -- are prescribed, allowing five electives.

Point Park Academy
Non-Graded Primary Program
Point Park College
201 Wood Street
Pittsburgh, Pennsylvania 15222
Rosemarie E. Cebik, Chairman, Department of Education
412/391-4100 Ext. 8224

An independent primary school program now in its seventh year, Point Park Academy is a laboratory school of the Department of Education at Point Park College. The school's program ranges from nursery school age to age 8, and was initiated by the faculty of the Department of Education.

Seventeen boys and 19 girls are in the school staffed by three full-time, certified teachers, 2 full-time student teachers, one part time student teacher, and one part-time staff member. The informal non-graded program is housed in college owned buildings, and funds come from tuition, a private foundation grant, and fund raising. Tuition is $220 for nursery, $250 for kindergarten, and $425 for primary students per semester. Six scholarships of $200 per semester are given.

"The program in the Non-Graded Primary differs from traditional programs in that much of the instruction is individualized. The children are on a progressive continuum from first through third grade levels." Students represent a wide range of backgrounds, daily anecdotal records are kept on each child, and the school has a policy of "no failures."

Pittsburgh Learning Laboratory Center
2358 Fifth Avenue
Pittsburgh, Pennsylvania 15213
William L. Rawlings, Director
412/687-5900

Started 4 years ago by The Urban League in the development of Street Academy Programs, the Pittsburgh Learning Laboratory Center is an independent secondary school for students from age 16 up. A highly informal, flexible school, all students come from backgrounds with limited access to resources, and all students are on scholarship.

Currently 5 boys and 10 girls attend the school full-time, and 2 boys and one girl, part-time. The staff is composed of 2 full-time, certified teachers, 2 full-time, non-certified teachers and 2 part-time, non-certified teachers. The school rents building and equipment, and derives funds from tuition, fund raising, foundation grants, and donations of every sort. Though full tuition is $1,250 a year, all students are on scholarship and pay only $200 a year, earned from part-time employment.

The school's philosophy is to establish and implement "an alternative educational program" which is "one that fits the learning process with the needs of the students, yet not forsaking what that student needs to find success in our society. Goals are aimed at equipping students with adequate skills for employment and college entry, a positive self-image, and experience to influence, stimulate, and motivate them towards self-sufficient self-satisfying lives."

Plymouth-Whitemarsh High School
Independent Study Program
Plymouth Meeting, Pennsylvania 19462
Calvin Corson, Coordinator of Secondary Education
215/825-1500 Ext. 375

The Independent Study Program is open to juniors and seniors at the Plymouth-Whitemarsh Public High School, and has been in operation for 2 years. The idea behind the program, instituted by the board, superintendent, and principal, is to allow students to initiate a tutorial program, whether of a few weeks or two years duration.

Currently 10 boys and 19 girls are enrolled in independent study, advised by 12 certified teachers in the school. Apart from staff salaries met by the local district, all expenses connected with the program are met by the student.

Students are given full authority to design projects of whatever scope or duration. Requirements are minimal: A student must meet once a week with his advisor and must demonstrate "a willingness to make a commitment to producing a final product appropriate to the project." Projects may be graded or not, and may be assigned academic credit as decided by student and advisor; independent study is, in any case, outside the confines of a regular course. Most projects have been in science, and secondarily in art and the humanities.

S.H. Hadley Elementary School
"Structured" Open Classroom
Boyd Drive
Sharon, Pennsylvania 16146
Ina M. Frazier, Kindergarten Teacher

An open classroom approach for kindergarteners in the Sharon City Public School District, this program has been in operation for three years, having been started by Ina Frazier with the encouragement of Mrs. Charlotte Garmen of the Pennsylvania Department of Education's Early Childhood Center.

Twenty-three boys and 27 girls take part in the half day sessions under Ms. Frazier, a full time, certified teacher, who is assisted by volunteer mother aides. The program is funded through the local school district.

The kindergarten program combines open classroom techniques, centers, and grouping. Students are constantly regrouped in ranges from independent learners, to dependent and independent learners, to dependent learners to problem learners. Regroupings take place each month, with names "given to groups corresponding to monthly activities rather than numbers to avoid any connotation of value or rank." Center activities range from physical skills to "free play" in "interest centers." For 50 minutes each day a child will follow a circuit of activities suggested by his own interests and development.

The Red Satchel
1105 Old Boalsburg Road
State College, Pennsylvania 16801
Dolores T. Dudley, Montessori Directress
814/238-6549

The Red Satchel is an independent, Montessori-based nursery school, for children from ages 3 to 6, and has been in operation for 3 years. The school was founded by parents and students in State College and nearby communities.

Two full-time, certified Montessori teachers operate the school, which has 11 boys and 11 girls. The school rents its building, owns its equipment and has a moderately structured program with a flexible schedule. Tuition, at $50. a month, covers all costs of the school.

Children in the school use the Montessori materials and equipment part of the morning in independent activity and enjoy group activities, including art, music, or science, the rest of the morning. The school follows the basic tenets of Maria Montessori, aiming at creating an environment in which the child is stimulated to learn and has a strong, positive self-image.

Alternate School Program
Wallingford-Swathmore School District
Providence Road & Stackhouse Lane
Wallingford, Pennsylvania 19086
Harry W. Kingham, Assistant Superintendent
215/560-9000

As part of its regular high school program the Wallingford-Swathmore School District has set up an Alternate School Program for 20 previously unmotivated 16-18 year old boys. The Program combines 4 hours of community work under an apprenticeship program with 3 hours daily of academics. Frequent hiking, camping, and travel trips are an integral part of the program. Boys participate in the program on a voluntary basis, but must have written parental permission to take part. The program, now in its 3rd year, was founded by the superintendent, director, and teachers.

One full-time, certified teacher and one full-time staff member direct the 20 boys -- all from differing economic, religious, and ethnic groups. The informal program has no tuition as such, but each student signs a contract with a local business to give 450 hours of work, at 4 hours a day, over the school year. From his wage stipend, he will help defray travel expenses during the year; the rest of the stipend is his.

The emphasis in the program is on "awareness of the three B's -- Being, Becoming, Belonging," with a major goal of the one year alternative, "to motivate the student and return him to the regular high school program, graduation, job placement, or college." After an opening three week hiking and camping trip, students begin their daily work-study program, and are given an individual study program stressing remedial work and one-to-one teacher-student ratios. All students receive the same academic credit as those attending the regular high school. Frequent trips during the year take students to Boston, Washington, D.C., and to see historic landmarks in Virginia. Weekly trips as a group are made as well. Attendance in the voluntary program averaged 94 per cent in the last full year of the program.

The New School
113 West Wayne Avenue
Wayne, Pennsylvania 19087
Mark L. Kimmelman, Director
215/688-1883

The New School, an independent, academic, non-graded, secondary day school, has been in operation for 2 years, committed to the idea that "the essential goal of education must be seen as a moral one; that the development of individual value is of the utmost importance." The New School gives no grades and the performance of each student is measured as much by the student himself as by the staff. The school arose out of the congregation of the Central Baptist Church of Wayne.

Twelve boys and 16 girls are currently enrolled; there are 5 full-time, certified teachers and 2 non-certified, part-time, volunteer teachers, assisted by one part-time staff member. Three to 5 students also serve as instructors in the mixed structure school. The school uses the facilities of the Central Baptist Church, but plans to move to a new location in the future. Tuition, fund raising, and donations finance the program. Tuition is $1,300. a year, and there are no scholarships. State aid, under Acts 194 and 195, was given to the school.

The school believes that students should be free to use their own time and create their own life-styles in ways each sees fit as long as the school community is not damaged by any individual or group. "Basically, what we try to do is teach students how not to need the school, but how to choose the kind of school they want to fulfill their needs." Goals are decided by negotiation and mutual consent between the director, the teachers, and the students; students and staff make almost all decisions affecting the school at a bi-weekly meeting.

Campus Laboratory School
West Chester State College
West Chester, Pennsylvania 19380
Gerald B. Cartright, Principal
215/436-2842 or 436-2948

In association with the West Chester Public School District, the Campus Laboratory School operates many experimental programs for students from kindergarten to sixth grade. Operating since 1971, the school was started by West Chester State College, with a "primary function" of "research and experimentation."

68 boys and 87 girls attend the school, with 6 full-time, certified teachers, 4 part time certified teachers, and one part-time, non-certified teacher. In addition, 50 students from the college serve as tutors. The school, housed in a college owned building, operates with a mixed structure and flexible schedule. Tuition is charged at the rate of $270 a semester, but funding also comes from the state and local board of education.

Because of the school's commitment to experimentation and research, the school is a "collection of programs other than a school." Though students reflect the composition of the community of West Chester, "parents are aware of our functions and may elect not to send their children to the Campus Laboratory School." Some of the current programs in the school focus on the Open Classroom, a Bilingual Spanish and English Classroom, and the Individualized Learning Center. All programs, however, reflect the basic philosophy of the school which is "to accept children and to take them as far as we can."

Alternative Schools Project, East and West
Greenwood Avenue and Walt Lane
Wyncote, Pennsylvania 19095 (East)
235 Upper Gulph Road
Radnor, Pennsylvania 19088 (West)
Gisha L. Berkowitz, Project Director
885-0160

The Alternative Schools Project, which includes 2 small, non-graded, public high schools, hence Alternative East and Alternative West, was the brainchild of a group of suburban Philadelphia superintendents and University of Pennsylvania staff. High School students from grades 10-12 come from 5 suburban school districts and the City of Philadelphia itself. One-fourth of the students are from the city. The informal program at both alternatives is "smaller, freer, intensely personal and committed, not competitive."

Fifty-six boys and 78 girls attend Alternative West, and 92 boys and 97 girls attend alternative East. The combined Alternatives staff includes 16 full-time, certified teachers, 3 part-time, certified teachers, one full-time, non-certified teacher, 3 part-time, non-certified teachers, one full-time, non-certified, volunteer teacher, 3 part-time, non-certified teachers, 5 students acting as part-time instructors, 4 full-time additional staff members, and one part-time additional staff member. Buildings used are owned and rented, and funding comes through state aid, through an evaluation grant to the University of Pennsylvania Education Development Center, through a Title III, 306 Grant, and through support from the participating districts in the form of teachers or cash for every 18 students. The program is informal with a flexible schedule.

In both schools the program has 3 requirements: that each student participate in at least 2/3 of the program, that the student take part in a skill building workshop, and that he be a member of a group. The curriculum is innovative in content and strategy, with an inter-disciplinary thrust. Administration of the school is non-hierarchial, the governing board gives one vote to each person from the superintendent to parents, staff, and students. Internal decision making is shared by staff and students.

Waverly Children's House
Hewett and Waverly Roads
Wyncote, Pennsylvania 19095
Ms. Chrissa Merron, Administrator
215/886-2322

The Waverly Children's House is an independent Montessori nursery and kindergarten school, founded by parents whose major goal was " to provide low-cost Montessori education to as many varied backgrounds as possible." In operation for 5 years, the students come from middle income, suburban families though some urban less advantaged students are included.

Three full-time, certified, Montessori teachers, one part-time, non-certified teacher, and one part-time staff member operate the school which has 21 boys and 27 girls. The school rents its quarters and derives funds from annual tuition, at $475. for half days and $700 for full days, and through fund raising. Three scholarships, averaging $225, are offered annually.

The program utilizes the prepared Montessori environment, teaching skills in the sensorial, practical, and academic areas. The teacher acts merely as a guide, and the students function independently and confidently in a vertically grouped class.

PUERTO RICO

Educational Opportunities Center
Buchanan, Guaynobo School District
Guaynobo, Puerto Rico
Jorge Davila, Director
809/782-5203

The Educational Opportunities Center is a program designed to provide learning opportunities for Puerto Rican young people, ages 16-23 who have dropped out of school before completing their high school education. A publicly funded day school in existence for the past 6 years, the center was founded in 1967 by the Department of Education of Puerto Rico. From 1967 to June of 1973 it was sponsored by Title I and III, Public Law 91-230. It is now being supported by the Puerto Rico Education Office.

There are currently 337 males and 341 females attending the center, which has a 5 month year and allows students to remain for up to two years. The faculty consists of 29 full-time certified teachers, 4 non-certified (one part-time) and 5 additional staff members. Six staff persons are responsible for about 150 students. The learning environment is moderately structured, though flexible. Facilities for the center are leased to the Puerto Rico Department of the Army. Classes are held at Fort Buchanan, an old military base.

The Educational Opportunities Center offers a rehabilitation program to culturally and socially disadvantaged youth who have been out of school at least 5 months and are not employed. It's basic aim is to help young people mature and become productive members of society, by providing them with personal attention and a highly stimulating learning environment, high school diploma programs, vocational programs,and university oriented courses are all part of the curriculum.

Residential Center of Educational Opportunities of Mayaguez (CROEM)
Box AX-Mayaguez, Puerto Rico 00708
Gladys Ccasiano, Acting Director
832-0854 or
832-1786

The Center at Mayaguez is a public, coeducational boarding school offering innovative and experimental courses of study for students in grades 11 and 12 (ages 16-19). It has been in existence for 6 years and was originally conceived of by the then Secretary of Education at Puerto Rico's Central Education Office.

There are 59 males and 80 females presently enrolled at the school which operates on a full year, 190 day, basis. The staff consists of 13 certified paid teachers and 4 volunteer non-certified teachers. Learning at the center is initiated in a variety of ways, sometimes by teachers, by aides, older students,and especially by the students themselves. Use of audio-visual equipment is heavily emphasized. The program is flexible, and employs varying teaching-learning styles, ranging from highly structured to free activities. The school leases the facility it is presently housed in although it does own its equipment and materials. Financing originally came from Federal funds, ESEA, Titles I and III, but the project is now entirely supported through state funds.

Students at the center come from all areas of the island, the majority from middle or low income families. They are all college bound and most are interested in pursuing careers in education. The school emphasizes indivisualization; each student progressing at his/her own rate. The program also serves as a laboratory for teachers and future teachers and acts as a disseminator for innovative teaching-learning techniques and theories throughout Puerto Rico.

El Porton/Positive Behavioral Changes Through Intensive Orientation
Barraquitas, Puerto Rico
Ruben E. Vega
Superintendent of Schools
857-3120

The El Porton School is a public day school designed for rural, low income elementary school children in grades 1 through 6 (age range 5-14). In existence for 4 years, the school was founded through the efforts of the superintendent, the director, teachers, parents, and students.

The school year is 200 days and the program currently educates 159 boys and 170 girls. There are 20 paid faculty members, all certified. The atmosphere at the school is informal and employs flexible scheduling with teachers and student-teachers primarily responsible for initiating learning activities. Audio visual aids are used extensively. The school is presently renting the facility it is housed in although it owns its own equipment. Both federal and State funds finance the program.

El Porton is unique in that it offers an extensive, in depth orientation program for elementary school youngsters--something not usually done at that level. Its major objectives include improving academic progress and achieving positive changes in attitudes toward learning.

Dr. Jose A. Padin Junior High School/
Bilingual Education Program
Lomas Verdes, Bayamon Sur School District
Bayamon, Puerto Rico
Francesca Ayala Roman/Project Administrator
765-1475

A bilingual education project for students ages 13 to 17 has been in existence at the Dr. Jose A. Padin Junior High School for the past 3 years. The program is housed in a full-time public day school and was originally conceived of by the Puerto Rico Department of Education and the local superintendent's office.

The school serves 455 males and 509 females and has a faculty of 42 state certified persons plus 6 other staff members. Financial support for the program comes from ESEA, Title VII, from state funding and from the school district.

The project at the school is one of 2 pilot programs on the island designed to take into account the special needs of Puerto Rican youngsters returning from the U. S. Half the student population in the program is composed of these children and the other half of outstanding Spanish-speaking students who have lived on the island all their lives. The aim is to allow the English speaking group to continue to gain skills in English while providing them with the culture of Puerto Rico. At the same time the project seeks to assist the Spanish speaking youngsters by reinforcing their English. The project also serves to aid teachers in developing skills, creating and/or adapting materials, and designing evaluation devices for bilingual-bicultural children.

THE VIRGIN ISLANDS

Jefferson Annex - The Learning Center
An Open Classroom Approach to Teaching
Virgin Islands

The Jefferson Annex is an experimental approach to the open classroom for one hundred kindergarten through third grade students, the majority of whom are from "low socioeconomic groups and mixed cultural backgrounds." In its first year of operation, the Annex is part of the Virgin Islands School System. The Commissioner of Education and the Local Title Coordinator were jointly responsible for the founding of the Annex.

Sixty girls and forty boys are taught by 4 certified full time teachers and four teaching aides in this informal program. The Annex operates in a rented building.

Over 85 per cent of the children are one or more years behind in math, reading or basic skills, and a fifth of them have been retained in custody at one time or another; consequently the school aims at improving self-concept as well as skills. Learning centers are integral to the program, and the children choose subjects and the sequence in which subjects are learned.

The Students School
13 Kongens Gade
St. Thomas, Virgin Islands
Mr. Robert Reese, Principal
774-3507

The Students School is a very small private secondary day school geared to students who plan on stopping their education after high school, so the emphasis is on learning basic writing and speaking skills. Founded by parents, the school operates largely on an independent study program.

Currently, there are 10 boys and 5 girls in the school, taught by two full time non-certified teachers and one part time non-certified teacher. The program is moderately structured, and guest-lecturers frequently assist the staff and students. The School owns its equipment but rents at a rate of $147.50 a month. All expenses are from tuition or fund-raising; there are no scholarships.

By and large, students from seventh to twelfth grade in the school are students who couldn't get along in the highly structured atmosphere of the public and private schools on the island; most of the students have motivational problems and the program is geared to meet their needs in life on completing high school. Emphasis is placed on a specialized diagnostic reading program, independent study, and, in science, on a discovery approach.

Alexander Henderson School
Bi-Lingual/Bi-Cultural Educational Program
ESEA Title VII
Mrs. Eleanor Beryl Bennewith, Coordinator
772-2960

The Alexander Henderson School provides bilingual Spanish and English instruction in kindergarten, first and second grades--53 per cent of the children speak English as a native tongue and 47 per cent Spanish. A public day school, Alexander Henderson has been operating one year, as a result of efforts by the Commissioner of Education, a Steering Committee, the State Coordinator for ESEA Title VII and the Supervisor of Foreign Language.

185 boys and 162 girls in this highly structured program are taught by 10 certified and 6 non-certified full time paid teachers, assisted by 6 other full time staff members. The building and equipment are owned by the school district, and funding is public.

Although similar to other ESEA Title VII programs, the Bi-Lingual-Bi-Cultural Program is unique in its linguistic approach: each classroom has an English speaking classroom teacher, and Spanish speaking personnel, alternately a bi-lingual teacher assistant or aide. The school also emphasizes a strong English or Spanish as a Second Language program. Although the program is "bi-cultural" it is more than that because of the multi-cultural and national backgrounds of the students: from the Virgin Islands, West Indian Islands, Puerto Rico, U.S. mainland and even the Dominican Republic and Brazil. All teachers are English speaking from the Virgin Islands or U.S. mainland; teacher assistants or aides are all Spanish speaking, eight from Puerto Rico.